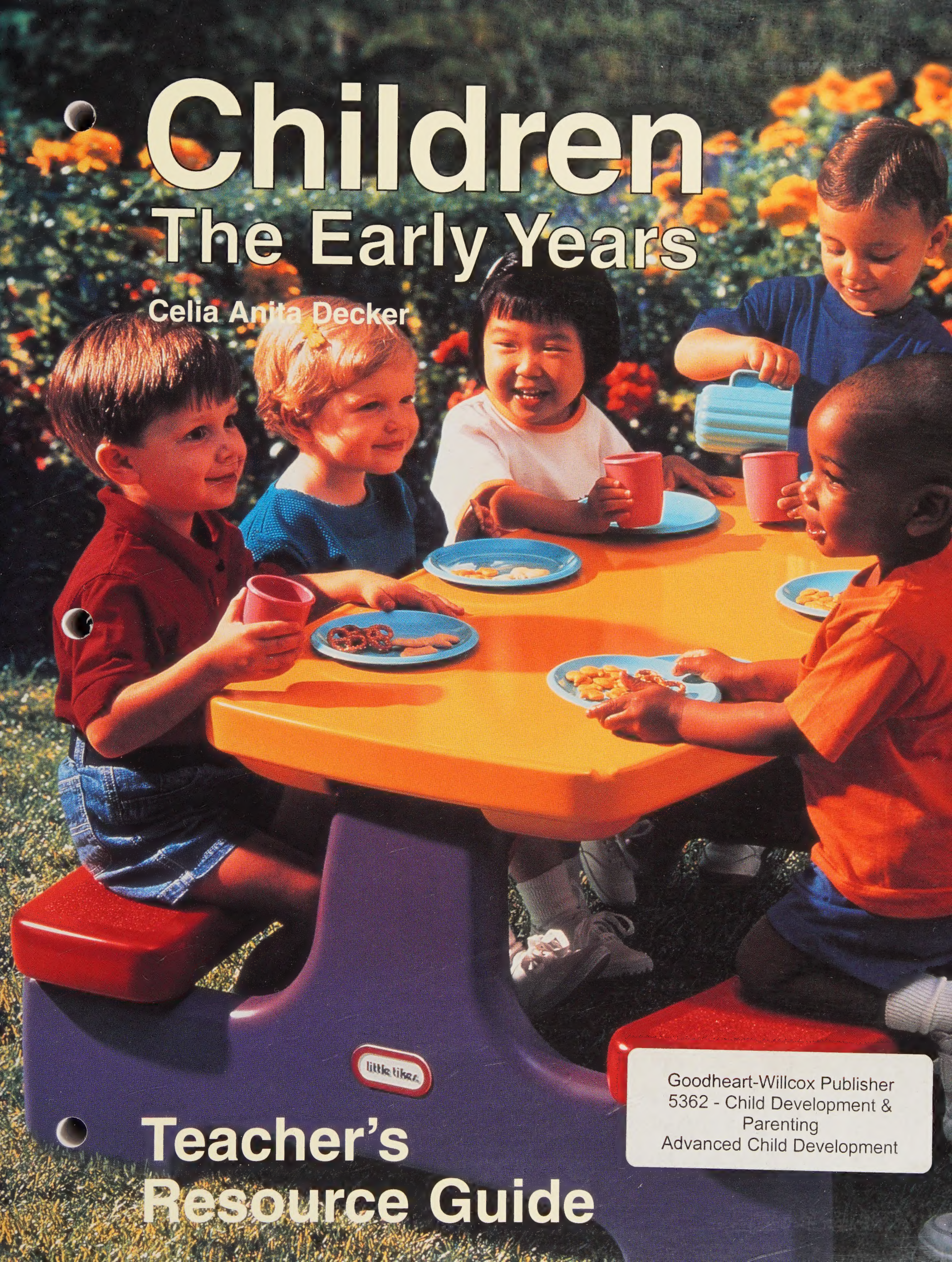

Children

The Early Years

Celia Anita Decker

Teacher's Resource Guide

Goodheart-Willcox Publisher
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Advanced Child Development

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Children
The Early Years

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	Teacher's Resources	Text	Student Activity Guide
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Introduction

Children: The Early Years is a comprehensive text designed to help students understand children's physical, intellectual, and social-emotional development from the prenatal stage through the school-age years. In addition to the student text, the *Children: The Early Years* learning package includes the *Student Activity Guide, Teacher's Annotated Edition, Teacher's Resource Guide, Teacher's Resource Binder,* and *Test Creation Software.* Using these products can help you develop an effective child development program tailored to your students' unique needs.

▶ Using the Text

The text *Children: The Early Years* is designed to help your students learn about how children grow and develop. Students will learn basic information about meeting children's needs in each stage of development.

The text is divided into 7 parts with a total of 25 chapters. The material is organized and presented in a logical sequence of topics for the study of child development. Although the text was written to be studied in its entirety, individual chapters and sections are complete enough to be studied independently.

Children: The Early Years contains important components developed to support your curriculum and help you meet your students' needs. The text is thorough as well as easy to read. Hundreds of photographs, charts, and illustrations attract student interest and emphasize key concepts. The copy references all illustrations, which helps students associate the written material with the visual image and reinforces learning.

The text includes an expanded table of contents to give students an overview of the wide variety of topics they will be studying. The glossary at the back of the book helps students learn terms related to child development. A complete index helps them find information they want quickly and easily.

Each chapter includes several features designed to help students study effectively and review what they have learned.

Objectives. A set of behavioral objectives appears at the beginning of each chapter. These are performance goals that students will be expected to achieve after studying the chapter. Review the objectives in each chapter with students to help make them aware of the skills they will be building as they read the chapter material.

Terms. A list of vocabulary terms are also found at the beginning of each chapter. Terms are listed in alphabetical order. These terms are in bold italic type throughout the text so students can recognize them while reading. Discussing these words with students will help them learn concepts to which they are being introduced. To help students become familiar with these terms, you may want to ask them to

- ▶ look up, define, and explain each term.
- ▶ relate each term to the topic being studied.
- ▶ match terms with their definitions.
- ▶ find examples of how the terms are used in current newspapers and magazines, reference books, and other related materials.

Summary. A chapter summary is located at the end of each chapter. This section is a review of the major concepts covered in the entire chapter.

To Review. The review questions at the end of each chapter cover the basic information presented. This section consists of a variety of true/false, completion, multiple choice, and short essay questions. It is designed to help students recall, organize, and use the information presented in the text. Answers to these questions appear in the front section of the *Teacher's Annotated Edition* as well as in the *Teacher's Resource Guide* and the *Teacher's Resource Binder.*

To Do. The activities in this section offer students opportunities to increase knowledge through firsthand experiences. These activities encourage students to apply many of the concepts learned in the chapter to real-life situations. Suggestions for both individual and group work are provided in varying degrees of difficulty. Therefore, you may choose and assign activities according to students' interests and abilities.

To Observe. The observations in this section are intended to expand student thinking and follow up on the content in each chapter. The observations are meant to be thought-provoking exercises that reinforce chapter content with real-life examples. They should motivate students to seek further information and to exchange their thoughts and opinions with other class members.

To Think Critically. These activities at the end of each chapter encourage critical thinking. Thought-provoking questions require students to apply chapter material to their own lives. The use of imagination and problem-solving techniques are promoted.

▶ Using the *Student Activity Guide*

The *Student Activity Guide* designed for use with *Children: The Early Years* helps students recall and review material presented in the text. It also helps them think critically about chapter content and form their own conclusions.

The activities in the guide are divided into chapters that correspond to the chapters in the text. The text provides the information students will need to complete many of the activities. Other activities will require creative thinking and research beyond the textbook.

You may want to use the exercises in the *Student Activity Guide* that are directly related to textual material as introductory, review, or evaluation tools. Ask students to do the exercises without looking in the book. Then they can use the text to check their answers and to answer questions they could not complete. The pages of the *Student Activity Guide* are perforated so students can easily turn completed activities in to you for evaluation.

The *Student Activity Guide* includes different types of activities. Some have specific answers related to text material. Students can use these activities to review as they study for tests and quizzes. Answers to these activities appear in the *Teacher's Resource Guide* and *Teacher's Resource Binder.*

Other activities ask for students' thoughts or opinions. Answers to these activities cannot be judged as right or wrong. These activities allow students to form their own ideas by considering alternatives and evaluating situations thoughtfully. These thought-provoking exercises can often be used as a basis for classroom discussion by asking students to justify their answers and conclusions.

The use of each activity in the *Student Activity Guide* is described in the *Teacher's Resource Guide* and *Teacher's Resource Binder* as a teaching strategy under the related instructional concept. Activities are identified by name and letter.

▶ Using the *Teacher's Annotated Edition*

The *Teacher's Annotated Edition* for *Children: The Early Years* is a special edition of the student text. It is designed to help you more effectively coordinate materials in the *Student Activity Guide* with text concepts. It also provides you with additional suggestions to help you add variety to your classroom teaching.

Annotations are located throughout the text. Numbers are placed in the right and left side margins that correspond with annotations located at the bottom of each page. The following chart details the annotations used in the annotated edition.

Annotation Term	Annotation Description
Vocabulary	Suggests vocabulary reinforcement activities such as defining terms, using terms in sentences, looking up terms in the glossary, or comparing important new terms.
Discuss	Discussion questions to reteach or reinforce learning. Questions may also relate to charts in the chapters.
Reflect	Questions to ask students to think about regarding the concepts presented, often by applying the content to their own lives. These questions are often more personal than the discussion questions are.
Activity	Activities related to the chapter that would reteach and reinforce concepts.
Note	Additional points the instructor might want to make regarding the chapter, or to spark student interest in the discussion. Points might include statistics, interesting facts, or historical notes. These may also be notes to the instructor regarding the subject matter.
Example	An example to use in illustrating an important point in the chapter material.
Enrich	Activities that relate to the concept, but are more involved and challenging for students. Examples include role-playing, research topics, debates, surveys, bulletin boards, field trips, or guest speakers.
Resource	An activity from the *Student Activity Guide* that is appropriate for use with this section of the chapter.
Answers	These annotations indicate where answers to questions may be found.

In addition to annotations placed throughout the student text, the *Teacher's Annotated Edition* includes a special front section. It begins with a detailed introduction explaining how to use the various components in the teaching package for *Children: The Early Years.* This section also contains several features designed to help you prepare meaningful lessons for your students.

Teaching Suggestions

A number of suggestions are given to help you increase the effectiveness of your classroom teaching. This information includes suggestions for teaching students of varying abilities, evaluating students, communicating with students, and promoting your program.

Correlation of National Standards for Human Development with *Children: The Early Years*

In 1998, the National Standards for Family and Consumer Sciences Education were finalized. This comprehensive guide provides family and consumer sciences educators with a structure for identifying what learners should be able to do. This structure is based on knowledge and skills needed for work life and family life, as well as family and consumer sciences careers. The National Standards Components include 16 areas of study, each with a comprehensive standard that describes the overall content of the area. Each comprehensive standard is then broken down into content standards that describe what is expected of the learner. Competencies further define the knowledge, skills, and practices of the content standards and provide the basis for measurement criteria.

By studying the text *Children: The Early Years,* students will be prepared to master the competencies listed for the area of study called *Human Development.* To help you see how this can be accomplished, a *Correlation of National Standards for Human Development* with *Children: The Early Years* has been included in the *Teacher's Annotated Edition, Teacher's Resource Guide,* and *Teacher's Resource Binder.* If you want to make sure you prepare students to meet the National Standards for Family and Consumer Sciences Education, this chart should be of interest to you.

Scope and Sequence Chart

A *Scope and Sequence Chart,* located at the end of the introduction, identifies the major concepts presented in each chapter of the text. This special resource is provided to help you select for study those topics that meet your curriculum needs.

Teaching Aids

The last item in the front section of the annotated text is a chapter-by-chapter teaching aids resource. It is designed to assist you in developing lesson plans and evaluating student learning. The following aids are included for each chapter of the text:

Chapter Outline. An outline of the chapter's main points is provided to give you an overview of the content and organization of chapter material.

Suggested Observations. A listing of suggested observations for the chapter is provided. Use this resource to help you make any advance arrangements necessary for your students to observe various aspects of child development.

Answer Key. Answers for the "To Review" questions at the end of each chapter are supplied to assist you in clarifying student understanding of chapter concepts.

▶ Using the *Teacher's Resource Guide*

The *Teacher's Resource Guide* for *Children: The Early Years* suggests many methods of presenting the concepts in the text to students. It begins with some of the same helpful information found in the *Teacher's Annotated Edition,* including teaching suggestions, the *Correlation of National Standards for Human Development* with *Children: The Early Years*, and a *Scope and Sequence Chart.*

Basic Skills Chart

Another feature of the *Teacher's Resource Guide* is a *Basic Skills Chart.* This chart has been included to identify those activities that encourage the development of the following basic skills: verbal, reading, writing, mathematical, scientific, and analytical. (Analytical skills involve the higher-order thinking skills of analysis, synthesis, and evaluation in problem-solving situations.) The chart includes activities from the "To Do" section of the text, activities from the *Student Activity Guide,* and strategies from the *Teacher's Resource Guide/Binder.* Incorporating a variety of these activities into your daily lesson plans will provide your students with vital practice in the development of basic skills. Also, if you find that students in your classes are weak in a specific basic skill, you can select activities to strengthen that particular skill area.

Chapter-by-Chapter Resources

Like the *Student Activity Guide,* the *Teacher's Resource Guide* is divided into chapters that match the chapters in the text. Each chapter contains the following features:

Objectives. These are the objectives that students will be able to accomplish after reading the chapter and completing the suggested activities.

Bulletin Board Ideas. Bulletin board ideas are described for each chapter. Many of these ideas are illustrated for you. Putting up bulletin board displays can often be a stimulating student activity.

Teaching Materials. A list of materials available to supplement each chapter in the text is provided. The list includes the names of all the activities contained in the *Student Activity Guide* and all the masters contained in the *Teacher's Resource Guide/Binder.*

Introductory Activities. These motivational exercises are designed to stimulate your students' interest in the chapter they will be studying. The activities help create a sense of curiosity that students will want to satisfy by reading the chapter.

Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts. A variety of student learning strategies are described for teaching each of the major concepts discussed in the text. Each major concept appears in the guide in bold type. The student learning experiences for each concept follow. Activities from the *Student Activity Guide* are identified for your convenience in planning daily lessons. They are identified with the letters SAG following the title and letter of the activity. (*Bedtime Rituals,* Activity A, SAG.)

The number of each learning strategy is followed by a code in bold type. These codes identify the teaching goals each strategy is designed to accomplish. The following codes have been used:

RT identifies activities designed to help you *reteach* concepts. These strategies present the chapter concepts in a different way to allow students additional learning opportunities.

RF identifies activities designed to *reinforce* concepts to students. These strategies present techniques and activities to help clarify facts, terms, principles, and concepts, making it easier for students to understand.

ER identifies activities designed to *enrich* learning. These strategies help students learn more about the concepts presented by involving them more fully in the material. Enrichment strategies include diverse experiences, such as demonstrations, field trips, guest speakers, panels, and surveys.

EX identifies activities designed to *extend* learning. These strategies promote thinking skills, such as critical thinking, creative thinking, problem solving, and decision making. Students must analyze, synthesize, and evaluate in order to complete these activities.

Answer Key. This section provides answers for review questions at the end of each chapter in the text, for activities in the *Student Activity Guide,* for the reproducible masters in the *Teacher's Resource Guide/Binder,* and for the chapter tests.

Reproducible Masters. Several reproducible masters are included for each chapter. These masters are designed to enhance the presentation of concepts in the text. Some also provide related material beyond the scope of the text that you may want students to know. Some of the masters are designated as *transparency masters* for use with an overhead projector. These are often charts or graphs that can serve as a basis for class discussion of important concepts. They can also be used as student handouts. Other masters are activities designed to be copied and given to students to encourage creative and critical thinking.

Chapter Test Masters. Individual tests with clear, specific questions that cover all the chapter topics are provided. True/false, multiple choice, and matching questions are used to measure student learning about facts and definitions. Essay questions are also provided in the chapter tests. Some of these require students to list information, while others encourage students to express their opinions and creativity. You may wish to modify the tests and tailor the questions to your classroom needs.

▶ Using the *Teacher's Resource Binder*

The *Teacher's Resource Binder* for *Children: The Early Years* combines the *Teacher's Resource Guide* with color transparencies. These transparencies add variety to your classroom lecture as you discuss topics included in the text with your students. You will find some transparencies useful in illustrating and reinforcing information presented in the text. Others will provide you with an opportunity to extend learning beyond the scope of the text. Attractive colors are visually appealing and hold students' attention. Suggestions for how the transparencies can be used in the classroom are included.

All of the materials are included in a convenient three-ring binder. Reproducible materials can be removed easily. Handy dividers included with the binder help you organize materials so you can quickly find the items you need.

▶ Using the *Test Creation Software*

In addition to the printed supplements designed to support *Children: The Early Years, Test Creation Software* is available. The database for this software package includes all the test master questions from the *Teacher's Resource Guide/Binder* plus an additional 25 percent new questions prepared just for this product. You can opt to choose specific questions from the database and, if you wish, add your own questions to create customized tests to meet your classroom needs. You may want to make different versions of the same test to use during different class periods. Answer keys are generated automatically to simplify grading.

▶ Using Other Resources

Much student learning in your class can be reinforced by allowing students to see, analyze, and work with examples. Your providing samples of pictures, demonstration samples, and articles related to a variety of family and consumer sciences topics can greatly enhance student learning. Students can use these items in many activities related to the text.

You may be able to acquire some items through local stores. Old items can be purchased inexpensively. Many stores may be willing to donate items. You may be able to obtain pamphlets and project ideas by contacting consumer product manufacturers.

Magazines, catalogs, and sales brochures are excellent sources of photos. Having a large quantity available for clipping and mounting photos will be helpful to students. Students may analyze and discuss the pictures in a variety of activities.

Current magazines and journals are also good sources of articles on various family and consumer sciences topics. Having copies in the classroom will encourage students to use them for research and ideas as they study family and consumer sciences. The following publications may be helpful to you or your students:*

The American Montessori Society Bulletin
American Montessori Society (AMS)
150 Fifth Avenue
New York, NY 10011

The Black Child Advocate
Black Child Development Institute
1463 Rhode Island Avenue, NW
Washington, DC 20001

Child and Youth Quarterly
Human Sciences Press
72 Fifth Avenue
New York, NY 10011

Child Development and Child Development Abstracts and Bibliography
Society for Research in Child Development
5801 Ellis Avenue
Chicago, IL 60637

Childhood Education
Association for Childhood Education International (ACEI)
11141 Georgia Avenue, Suite 300
Wheaton, MD 20902

Child Health Alert
P.O. Box 388
Newton Highlands, MA 02161

Child Welfare
Child Welfare League of America, Inc. (CWLA)
440 First Street, NW
Washington, DC 20001

Children Today
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Day Care and Early Education
Human Sciences Press
72 Fifth Avenue
New York, NY 10011

Developmental Psychology
American Psychological Association
1200 17th Street, NW
Washington, DC 20036

Dimensions of Early Childhood
Southern Association for Children Under Six
Box 5403 Brady Station
Little Rock, AK 72215

Early Child Development and Care
Gordon and Breach Science Publishers
One Park Avenue
New York, NY 10016

Early Childhood News
330 Progress Road
Dayton, OH 45499

Early Childhood Research Quarterly
National Association for the Education of Young Children
Ablex Publishing Company
355 Chestnut Street
Norwood, NJ 07648

Early Childhood Today
Scholastic Office of Publication
2931 East McCarty Street
P.O. Box 3710
Jefferson City, MO 65102-3710

Education Leadership
Association for Supervision and Curriculum Development (ASCD)
125 North West Street
Alexandria, VA 22314-2798

Educational Research
American Educational Research Association (AERA)
1230 17th Street, NW
Washington, DC 20036

ERIC/EECE Newsletter
805 West Pennsylvania Avenue
Urbana, IL 61801

Exceptional Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Gifted Child Quarterly
National Association for Gifted Children
4175 Lovell Road, Suite 140
Circle Pines, MN 55014

Instructor
P.O. Box 6099
Duluth, MN 55800

Journal of Family and Consumer Sciences
American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314

Journal of Research in Early Childhood Education International
11501 Georgia Avenue, Suite 315
Wheaton, MD 20902

Multicultural Leader
Educational Materials and Service Center
144 Railroad Avenue, Suite 107
Edmonds, WA 98020

Report on Preschool Education
Capital Publications, Inc.
2430 Pennsylvania Avenue NW, Suite G-12
Washington, DC 20037

Young Children
NAEYC
1509 16th Street, NW
Washington, DC 20036-1426

The following magazines are written for school-age children:

Cricket
Box 7433
Red Oak, IA 51591-2433

Highlights for Children, Inc.
Box 269
Columbus, OH 43216-0269

Ladybug
P.O. Box 7436
Red Oak, IA 51591-2436

Ranger Rick
National Wildlife Federation
P.O. Box 777
Mount Morris, IL 61054-8276
web site: http://www.nwf.org/nwf

Sesame Street
P.O. Box 55518
Boulder, CO 80328-5518

Spider
Box 7435
Red Oak, IA 51591-2435
(800) 827-0227

Stone Soup
Children's Art Foundation
Box 83
Santa Cruz, CA 95063
(408) 426-5557
FAX: (408) 426-1161
E-Mail: editor@stonesoup.com; URL:
hht//www.stonesoup.com

Turtle
Benjamin Franklin Literary and Medical Society, Inc.
Box 567
1100 Waterway Blvd.
Indianapolis, IN 46206
(317) 636-8881
FAX: (317) 684-8094

Your Big Back Yard
National Wildlife Federation
1400 16th Street, NW
Washington, DC 20036
(202) 797-6800

U.S. Kids
Children's Better Health Institute
1100 Waterway Blvd.
Box 567
Indianapolis, IN 46202
(317) 636-8881
FAX: (317) 684-8094

Other information may be obtained through various professional organizations. The following may be able to provide you with some resources:

American Association for Gifted Children
15 Grammercy Park
New York, NY 10003

American Child Care Services
P.O. Box 548
532 Settlers Landing Road
Hampton, VA 23669

American Educational Research Association (AERA)
1230 17th Street, NW
Washington, DC 20036

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314

American Montessori Association (AMS)
150 Fifth Avenue
New York, NY 10011

Association for Childhood Education International (ACEI)
11141 Georgia Avenue, Suite 200
Wheaton, MD 20902

Canadian Association for the Education of Young Children (CAYC)
252 Bloor Street, Suite 12-115
Toronto, Ontario
Canada M5S 1V5

Children's Defense Fund
122 C Street, NW
Washington, DC 20001

Child Welfare League of America
440 First Street, NW
Washington, DC 20001

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Daycare and Child Development Council of America (DCCDCA)
1401 K Street, NW
Washington, DC 20005

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714

Association for Supervision and Curriculum Development (ASCD)
125 North West Street
Alexandria, VA 22314-2798
(703) 549-9110

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036-1426
(800) 424-2460

National Association for Gifted Children
4175 Lovell Road, Suite 140
Circle Pines, MN 55014

National Black Child Development Institute (NBCDI)
1463 Rhode Island Avenue, NW
Washington, DC 20005
(202) 387-1281

National Committee on the Prevention of Child Abuse
332 South Michigan Avenue, Suite 950
Chicago, IL 60604-4357

National Education Association (NEA)
1201 16th Street, NW
Washington, DC 20036

Society for Research in Child Development
5801 Ellis Avenue
Chicago, IL 60637

Southern Early Childhood Associates
Box 5403 Brady Station
Little Rock, AR 72215
(501) 227-6404

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*Note: The addresses, phone numbers, FAX numbers, and Web site addresses listed may have changed since the publication of this *Teacher's Resource Guide/Binder.*

▶ Teaching Techniques

You can make the study of child development exciting and relevant by using a variety of teaching techniques. Some principles that will help you choose and use different teaching techniques in your classroom are the following:

- Make learning stimulating. One way to do this is to involve students in lesson planning. When possible, allow them to select the modes of learning they enjoy most. For example, some students will do well with oral reports; others prefer written assignments. Some learn well through group projects; others do better working independently. You can also make courses more interesting by presenting a variety of learning activities and projects from which students may choose to fulfill their work requirement.
- Make learning realistic. You can do this by relating the subject matter to issues that concern young people. Students gain the most from learning when they can apply it to real-life situations. Case studies, role plays, and stories of personal experiences all make learning more realistic and relevant.
- Make learning varied. Try using several different techniques to teach the same concept. Use outside resources and accounts of current events as they apply to material being presented in class. Students learn through their senses of sight, hearing, touch, taste, and smell. The more senses they use, the easier it will be for them to retain information. Bulletin boards, films, tapes, and transparencies all appeal to the senses.
- Make learning success oriented. Experiencing success increases self-esteem and confidence. Guarantee success for your students by presenting a variety of learning activities. Key these activities to different ability levels so each student can enjoy both success and challenge. You will also want to allow for individual learning styles and talents. For example, creative students may excel at designing projects, while analytical students may be more proficient at organizing details. Build in opportunities for individual students to work in ways that let them succeed and shine.

- Make learning personal. Young people become more personally involved in learning if you establish a comfortable rapport with them. Work toward a relaxed classroom atmosphere in which students can feel at ease when sharing their feelings and ideas in group discussions and activities.

Following are descriptions of various teaching techniques you may want to try. Keep in mind that not all methods work equally well in all classrooms. A technique that works beautifully with one group of students may not be successful with another. The techniques you choose will depend on the topic, your teaching goals, and the needs of your students.

One final consideration concerns students' right to privacy. Some activities, such as autobiographies, diaries, and opinion papers, may invade students' privacy. You can maintain a level of confidentiality by letting students turn in unsigned papers in these situations. You may also encourage students to pursue some of these activities at home for personal enlightenment without fear of evaluation or judgment.

Helping Students Gain Basic Information

Many teaching techniques can be grouped according to different goals you may have for your students. One group of techniques is designed to convey information to students. Two of the most common techniques in this group are reading and lecture. Using a number of variations can make these techniques seem less common and more interesting. For instance, students may enjoy taking turns reading aloud as a change of pace from silent reading. Lectures can be energized by the use of flip charts, overhead transparencies, and other visual materials. Classroom discussions of different aspects of the material being presented get students involved and help impart information.

Other ways to present basic information include the use of outside resources. Guest speakers, whether speaking individually or as part of a panel, can bring a new outlook to classroom material. Guest lectures can be videotaped to show again to other classes or to use for review. In addition to videotapes, students also enjoy related films and filmstrips.

Helping Students Question and Evaluate

A second group of teaching techniques helps students develop analytic and judgmental skills. These techniques help your students go beyond what they see on the surface. As you employ these techniques, encourage students to think about points raised by others. Ask them to evaluate how new ideas relate to their attitudes about various subjects.

Discussion is an excellent technique for helping students consider an issue from a new point of view. To be effective, discussion sessions require a great deal of advance planning and preparation. Consider the size of the discussion group and the physical arrangement. Because many students are reluctant to contribute in a large group, you may want to divide the class into smaller groups for discussion sessions. Participation will also be enhanced if the room is arranged so students can see each other.

Discussion can take a number of forms. Generally it is a good idea to reserve group discussions involving the entire class for smaller classes. Buzz groups consisting of two to six students offer a way to get willing participation from students who are not naturally outgoing. They discuss an issue among themselves and then appoint a spokesperson to report back to the entire class.

Debate is an excellent way to explore opposite sides of an issue. You may want to divide the class into two groups, each taking an opposing side of the issue. You can also ask students to work in smaller groups and explore opposing sides of different issues. Each group can select members to present points for their side.

Helping Students Participate

Another group of teaching techniques is designed to promote student participation in classroom activities and discussion. There are many ways to involve students and encourage them to interact. Case studies, surveys, opinionnaires, stories, and pictures can all boost classroom participation. These techniques allow students to react to or evaluate situations in which they are not directly involved. Open-ended sentences often stimulate discussion. However, it is wise to steer away from overly personal or confidential matters when selecting sentences for completion. Students may be reluctant to deal with confidential issues in front of classmates.

The "fishbowl" can be a good way to stimulate class discussion. An interactive group of five to eight students is encircled by a larger observation group. The encircled students discuss a given topic while the others listen. Observers may not talk or interrupt. Positions can be reversed at the end of a fishbowl session to allow some observers to participate.

One of the most effective forms of small group discussion is the **cooperative learning group**. The teacher has a particular goal or task in mind. Small groups of learners are matched for the purpose of completing the task or goal, and each person in the group is assigned a role. The success of the group is measured not only in terms of outcome but also in the successful performance of each member in his or her role.

In cooperative learning groups, students learn to work together toward a group goal. Each member depends on others for the outcome. This interdependence is a basic component of any cooperative learning group. The value of each group member is affirmed as learners work toward their goal.

The success of the group depends on individual performance. Groups should be mixed in terms of abilities and talents so there are opportunities for the students to learn from one another. Also, as groups work together over time, the roles should be rotated so everyone has an opportunity to practice and develop different skills.

The interaction of students in a cooperative learning group creates a tutoring relationship. While cooperative learning groups may involve more than just group discussion, discussion is always part of the process by which cooperative learning groups function.

Helping Students Apply Learning

Some techniques are particularly good for helping students use what they have learned. Simulation games and role-playing allow students to practice solving problems and making decisions under nonthreatening circumstances. Role-playing enables students to examine others' feelings as well as their own. It can help them learn effective ways to react or cope when confronted with similar situations in real life.

Role-plays can be structured, with student "actors" following written scripts. Role-plays may also be improvised in response to a classroom discussion. Students may act out roles as they would respond to a situation, or they may act as they presume a person in that position would behave. Roles are not rehearsed and lines are composed on the spot. The follow-up discussion should focus on the feelings and emotions participants felt and the manner in which the problem was resolved. Role-playing helps students consider how they would behave in similar situations in their life.

Helping Students Develop Creativity

Some techniques can be used to help students generate new ideas. For example, brainstorming encourages students to exchange and pool their ideas and to come up with new thoughts and solutions to problems. No evaluation or criticism of ideas is allowed. The format of spontaneously expressing any opinions or reactions that come to mind lets students be creative without fear of judgment.

You can also promote creativity by letting students choose from a variety of assignments related to the same material. For example, suppose you wanted students to know what to look for when selecting toys for children. You could ask them to contact a government agency to find out what the law requires in terms of toy safety. You might give them the choice of writing a short story about a child who was given a toy that was not age-appropriate. Designing a toy that meets standards for selection or collecting pictures of a variety of toys and making a display would be options, too. Any teaching techniques you use to encourage students to develop their own ideas will foster their creativity.

Helping Students Review Information

Certain techniques aid students in recalling and retaining knowledge. Games can be effective for drills on vocabulary and factual information. Crossword puzzles can make the review of vocabulary terms more interesting. Structured outlines of subject matter can also be effective review tools. Open-book quizzes, bulletin board displays, and problem-solving sessions all offer ways to review and apply material presented in the classroom.

▶ Teaching Students of Varying Abilities

The students in your classroom represent a wide range of ability levels. Students with special needs who are mainstreamed require unique teaching strategies. Students who are gifted must not be overlooked. They need to be challenged to their potential. The needs of students in between must also be considered. Often you will be asked to meet the needs of all these students in the same classroom setting. It is a challenge to adapt daily lessons to meet the demands of all students.

To tailor your teaching to mainstreamed and lower-ability students, consider the following strategies:

- Before assigning a chapter in the text, discuss and define the key words that appear at the beginning of each chapter. These terms are defined in the text's glossary. Ask students to write out the definitions and define the terms in their own words. You might invite students to guess the meaning of the words before they look up the definitions. Students can also use new words in sentences and find sentences in the text where new terms are used.
- When introducing a new chapter, review previously learned information students need to know before they can understand the new material. Review previously learned vocabulary terms they will encounter again.
- Utilize the "Introductory Activities" section in the *Teacher's Resource Guide/Binder* for each chapter. Students who have difficulty reading need a compelling reason to read the material. These introductory activities can provide the necessary

motivation. Students will want to read the text to satisfy their curiosity.

- Break the chapters into smaller parts and assign only one section at a time. Define the terms, answer the "To Review" questions, and discuss the concepts presented in each section before proceeding to the next. It often helps to rephrase questions and problems in simple language and to repeat important concepts in different ways. Assign activities in the *Student Activity Guide* that relate to each section in the book. These reinforce the concepts presented. In addition, many of these activities are designed to improve reading comprehension.
- Ask students, individually or in pairs, to answer the "To Review" questions at the end of each chapter in the text. This will help them focus on the essential information contained in the chapter.
- Use the buddy system. Pair nonreaders with those who read well. Ask students who have mastered the material to work with those who need assistance. It may also be possible to find a parent volunteer who can provide individual attention where needed.
- Select a variety of educational experiences to reinforce the learning of each concept. Look for activities that will help reluctant learners relate information to real-life situations. It helps to draw on the experiences of students at home, in school, and in the community.
- Give directions orally as well as in writing. You will need to explain assignments as thoroughly and simply as possible. Ask questions to be certain students understand what they are to do. Encourage them to ask for help if they need it. You will also want to follow up as assignments proceed to be sure no one is falling behind on required work.
- Use the overhead projector and the transparency masters included in the *Teacher's Resource Guide/Binder.* A visual presentation of concepts will increase students' ability to comprehend the material. You may want to develop your own transparencies to use in reviewing key points covered in each chapter.

If you have advanced or gifted students in your class, you will need to find ways to challenge them. These students require assignments that involve critical thinking and problem solving. Because advanced students are more capable of independent work, they can use the library and outside resources to research topics in depth. Learning experiences listed in the *Basic Skills Chart* that involve analytical skills are appropriate for gifted students. You may be able to draw on the talents of advanced students in developing case studies and learning activities to use with the entire class.

Evaluation Techniques

A variety of evaluation tools can be used to assess student achievement. Try using the reproducible forms "Evaluating Individual Participation," "Evaluating Individual Reports," and "Evaluating Group Participation," included with the introductory material in the front of the *Teacher's Resource Guide/Binder.* These rating scales allow you to observe a student's performance and rank it along a continuum. This lets students see what levels they have surpassed and what levels they can still strive to reach.

In some situations, it is worthwhile to allow students to evaluate their own work. When evaluating an independent study project, for example, students may be the best judge of whether or not they met the objectives they set for themselves. Students can think about what they have learned and see how they have improved. They can analyze their strengths and weaknesses.

You may ask students to evaluate their peers from time to time. This gives the student performing the evaluation an opportunity to practice giving constructive criticism. It also gives the student being evaluated the opportunity to accept criticism from his or her peers.

Tests and quizzes are also effective evaluation tools. These may be given in either written or oral form. In either case, however, both objective and subjective questions should be used to help you adequately assess student knowledge and understanding of class material.

Communicating with Students

Communicating with students involves not only sending clear messages but also receiving and interpreting feedback. The following are some suggestions for productive communication with your students:

- Recognize the importance of body language and nonverbal communication, both in presenting material and interpreting student responses. Eye contact, a relaxed but attentive body position, natural gestures, and an alert facial expression all command attention. The same positive nonverbal cues from students are an indication of their response and reactions. Your tone of voice is also an important nonverbal communicator. Cultivating a warm, lively, enthusiastic speaking voice will make classroom presentations more interesting. By your tone, you can convey a sense of acceptance and expectation to which your students will respond.

- Use humor whenever possible. Humor is not only good medicine, it opens doors and teaches lasting lessons. Laughter and amusement will reduce tension, make points in a nonthreatening and memorable way, increase the fun and pleasure in classroom learning, and break down stubborn barriers. Relevant cartoons, quotations, jokes, and funny stories all bring a light touch to the classroom.
- Ask questions that promote recall, discussion, and thought. Good questions are tools that open the door to communication. Open-ended inquiries that ask what, where, why, when, and how will stimulate thoughtful answers. You can draw out students by asking for their opinions and conclusions. Questions with yes or no answers tend to discourage rather than promote further communication. Avoid inquiries that are too personal or that might put students on the spot.
- Rephrase students' responses to be sure both you and they understand what has been said. Paraphrasing information students give is a great way to clarify, refine, and reinforce material and ideas under discussion. For example, you might say "This is what I hear you saying …correct me if I'm wrong." Positive acknowledgment of student contributions, insights, and successes encourages more active participation and open communication. Comments such as "That's a good point. I hadn't thought of it that way before" or "What a great idea!" will encourage students to express themselves.
- Listen for what students say, what they mean, and what they do not say. Really listening may be the single most important step you can take to promote open communication. As students answer questions and express their ideas and concerns, try not only to hear what they say but to understand what they mean. What they do not say can also be important. During discussion sessions, make room for silence, time to think, and time to reflect.
- Share your feelings and experiences. The measure of what students communicate to you will depend in part on what you are willing to share with them. Express your personal experiences, ideas, and feelings when they are relevant. Don't forget to tell them about a few of your mistakes. Sharing will give students a sense of exchange and relationship.
- Lead discussion sessions to rational conclusions. Whether with an entire class or with individual students, it is important to identify and resolve conflicting thoughts and contradictions. This will help students think clearly and logically. For example, when discussing the decision to become a parent, a student may express a desire to cuddle a baby but may not want to change a baby's diaper. Pointing out and discussing the inconsistency in these two positions will lead students to more logically consider the responsibilities of parenthood.
- Create a nonjudgmental atmosphere. Students will only communicate freely and openly in a comfortable environment. You can make them comfortable by respecting their ideas, accepting them for who they are, and honoring their confidences. It is also important to avoid criticizing a student or discussing personal matters in front of others.
- Use written communication effectively. The more ways you approach students, the more likely you are to reach them on different levels. Very often, the written word can be an excellent way to connect. Written messages can take different forms—a notice on the chalkboard, a note attached to homework, a memo to parents (with good news as well as bad), or a letter exchange involving class members.
- Be open and available for private discussions of personal or disciplinary problems. It is important to let students know they can come to you with personal concerns as well as questions regarding course material. Be careful not to violate students' trust by discussing confidential matters outside of a professional setting.

Promoting Your Program

You can make child development one of the most important course offerings in your school. Because you cover material that every student and teacher can use, it pays to make the student body and faculty aware of your program. With good public relations, you can increase your enrollment, gain support from administrators and other teachers, and achieve recognition in the community. The following are some ways to promote your program:

- Create visibility. It is important to let people know what is going on in child development classes. Some ways to do this include announcing projects and activities at faculty meetings and in school bulletins or newspapers, creating displays in school showcases or on bulletin boards, and writing articles and press releases for school and community newspapers. Talk up your program with administrators, other teachers, and students. Invite them to visit your classes.

- Interact within the school. Child development is related to many fields of learning. You can strengthen your program and contribute to other disciplines by cooperating with other teachers. For example, you can work with the health teacher to present information on childhood diseases, the physical education teacher to cover muscular development, or a science teacher to discuss the biology of heredity. The more interaction you can generate, the more you promote your child development class.
- Contribute to the educational objectives of the school. If your school follows stated educational objectives and strives to strengthen specific skills, include these overall goals in your teaching. For example, if students need special help in developing verbal or writing skills, select projects and assignments that will help them in these areas. The *Basic Skills Chart* in the *Teacher's Resource Guide/Binder* will give you ideas for activities that strengthen specific skills. Show administrators examples of work that indicate student improvement in needed skills.
- Serve as a resource center. Child development information is of practical use and interest to almost everyone. You can sell your program by making your department a resource center of child development materials to meet the needs of anyone who interacts with children. Invite faculty members, students, and parents to tap into the wealth of child development information available in your classroom.
- Generate involvement and activity in the community. You are teaching concepts students can apply in their everyday life. You can involve students in community life and bring the community into your classroom through field trips, interviews with businesspeople and community leaders, surveys, and presentations from guest speakers. You may be able to set up cooperative projects between the school and community organizations around a variety of topics.
- Connect with parents. If you can get them involved, parents may be your best allies in teaching child development. Let parents know when their children have done good work. Moms and dads have had experiences related to many of the issues you discuss in class. They have cared for newborns, made decisions about substitute child care, and handled children with developmental differences. Call on them to share individually or as part of a panel addressing a specific topic. Parents can be a rich source of real-life experience. Keep them informed about classroom activities and invite them to participate as they are able.
- Establish a student sales staff. Enthusiastic students will be your best salespeople. Encourage them to tell their parents and friends what they are learning in your classes. You might create bulletin boards or write letters to parents that focus on what students are learning in your classes. Ask students to put together a newsletter highlighting their experiences in child development class. Students could write a column from your department for the school paper.

We appreciate the contributions of the following Goodheart-Willcox authors to this introduction: "Teaching Techniques" from *Changes and Choices,* by Ruth E. Bragg; and "Evaluation Techniques" from *Contemporary Living,* by Verdene Ryder.

Evaluating Individual Participation

Name ______________________ Date __________ Period ____________

The rating scale below shows an evaluation of your class participation. It indicates what levels you have passed and what levels you can continue to try to reach.

Attentiveness

1	2	3	4	5	6	7	8	9	10
Completely inattentive.		Seldom attentive.		Somewhat attentive.			Usually attentive.	Extremely attentive.	

Contribution to Discussion

1	2	3	4	5	6	7	8	9	10
Never contributes to class discussion.		Rarely contributes to class discussion.		Occasionally contributes to class discussion.			Regularly contributes to class discussion.	Frequently contributes to class discussion.	

Interaction with Peers

1	2	3	4	5	6	7	8	9	10
Often distracts others.		Shows little interaction with others.		Follows leadership of other students.			Sometimes assumes leadership role.	Respected by peers for ability.	

Response to Teacher

1	2	3	4	5	6	7	8	9	10
Unable to respond when called on.		Often unable to support or justify answers when called on.		Supports answers based on class information, but seldom offers new ideas.			Able to offer new ideas with prompting.	Often offers new ideas without prompting.	

Comments:

____

____

____

Evaluating Individual Reports

Name ______________________ Date __________ Period ____________

The rating scale below shows an evaluation of your oral or written report. It indicates what levels you have passed and what levels you can try to reach on future reports.

Report topic ________________ **Oral** __________ **Written** ____________

Choice of Topic

1	2	3	4	5	6	7	8	9	10
Slow to choose topic.		Chooses topic with indifference.		Chooses topic as assigned, seeks suggestions.		Chooses relevant topic without assistance.		Chooses creative topic.	

Use of Resources

1	2	3	4	5	6	7	8	9	10
Unable to find resources.		Needs direction to find resources.		Uses limited number of resources.		Uses assigned number of resources from typical sources.		Uses additional resources from a variety of sources.	

Oral Presentation

1	2	3	4	5	6	7	8	9	10
No notes or read completely. Poor subject coverage.		Has few good notes. Limited subject coverage.		Uses notes somewhat effectively. Adequate subject coverage.		Uses notes effectively. Good subject coverage.		Uses notes very effectively. Complete coverage.	

Written Presentation

1	2	3	4	5	6	7	8	9	10
Many grammar and spelling mistakes. No organization.		Several grammar and spelling mistakes. Poor organization.		Some grammar and spelling mistakes. Fair organization.		A few grammar and spelling mistakes. Good organization		No grammar or spelling mistakes. Excellent organization	

Evaluating Group Participation

Group ______________________

Members: ______________________ ______________________

______________________ ______________________

______________________ ______________________

The rating scale below shows an evaluation of the efforts of your group. It indicates what levels you have passed and what levels you can try to reach on future group projects.

Teamwork

1	2	3	4	5	6	7	8	9	10
Passive membership. Failed to identify what tasks needed to be completed.		Argumentative membership. Unable to designate who should complete each task.		Independent membership. All tasks completed individually.		Helpful membership. Completed individual tasks and then assisted others.		Cooperative membership. Worked together to complete all tasks.	

Leadership

1	2	3	4	5	6	7	8	9	10
No effective leadership.		Group fragmented by several members seeking leadership roles.		Sought leadership from outside group.		One member assumed primary leadership role for the group.		Leadership responsibilities shared by several group members.	

Goal Achievement

1	2	3	4	5	6	7	8	9	10
Did not attempt to achieve goal.		Were unable to achieve goal.		Achieved goal with outside assistance.		Achieved assigned goal.		Achieved goal using added materials to enhance total effort.	

Members cited for excellent contributions to group's effort are:

______________________ ______________________

______________________ ______________________

Members cited for failing to contribute to group's effort are:

______________________ ______________________

______________________ ______________________

Correlation of National Standards
for
Human Development
with

Children: The Early Years

In planning your program, you may want to use the correlation chart below. This chart correlates the Family and Consumer Sciences Education National Standards with the content of ***Children: The Early Years.*** It lists the competencies for each of the content standards for Human Development. It also identifies the major text concepts that relate to each competency. Bold numbers indicate chapters in which concepts are found.

After studying the content of this text, students will be able to achieve the following comprehensive standard:

12.0 Analyze factors that impact human growth and development.

Content Standard 12.1	**Analyze principles of human growth and development across the life span.**
Competencies	**Text Concepts**
12.1.1 Examine physical, emotional, social, and intellectual development.	**1:** What is child development?; individual life cycle; factors that influence growth and development; differences in the rate of growth and development; principles of growth and development; Havighurst's theory of developmental tasks; Maslow's theory of human needs; observation techniques **4:** Conception; stages in prenatal development **5:** Factors that affect the baby's health; health habits during pregnancy; health hazards to avoid; birth defects; bonding **6:** Care for premature babies; physical traits of a newborn; reflexes; meeting the newborn's physical needs; meeting the newborn's intellectual needs; meeting the newborn's social-emotional needs **7:** Skeletal growth of infants; motor development; differences in physical development of infants **8:** Perception; cognition; perceptual concepts; beginnings of language development in infants **9:** Temperamental differences in infants; the infant's growing social world; learning to trust; showing attachment; infants express emotions **10:** Physical needs of infants; intellectual needs; social-emotional needs; recognizing developmental delays **11:** Body growth and development of toddlers; motor development **12:** How and what toddlers learn; beginning of thought; language abilities **13:** Self-awareness of toddlers; extending social relations; emotions **14:** Physical needs of toddlers; intellectual needs; social-emotional needs; recognizing developmental delays of toddlers **15:** Body growth and development of preschoolers; motor development **16:** How preschool children learn; what preschool children learn **17:** Developing social awareness during the preschool years; feeling and controlling emotions **18:** Physical needs of preschoolers; intellectual needs; social-emotional needs; recognizing developmental delays

(Continued)

12.1.1 *(Continued)*	**19:** Physical development of school-age children; intellectual development of school-age children; helping school-age children meet their intellectual needs; social-emotional development of school-age children; helping school-age children with their social-emotional needs; recognizing developmental delays **20:** Children and their world of play; stages of play; types of play; providing enrichment activities for children; books and literature **21:** Protecting children from disease and illness; accident prevention; caring for an ill or injured child; caring for a terminally ill child **24:** Sibling relationships **25:** Children with developmental differences; children who are exceptional; exceptional children need special help
12.1.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.	**1:** Growth and development have interrelated parts **6:** Meeting the newborn's physical needs; meeting the newborn's intellectual needs; meeting the newborn's social-emotional needs **10:** Physical needs of infants; intellectual needs of infants; social-emotional needs of infants; recognizing developmental delays **14:** Physical needs of toddlers; intellectual needs of toddlers; learning through play; social-emotional needs of toddlers; recognizing developmental delays **18:** Physical needs of preschoolers; intellectual needs of preschoolers; social-emotional needs of preschoolers; recognizing developmental delays **19:** Physical development of school-age children; intellectual development of school-age children; helping school-age children meet their intellectual needs; social-emotional development of school-age children; helping school-age children with their social-emotional needs; recognizing developmental delays

Content Standard 12.2 Analyze conditions that influence human growth and development.

Competencies	Text Concepts
12.2.1 Investigate the impact of heredity and environment on human growth and development.	**1:** Factors that influence growth and development; heredity; environment; heredity and environment combined **2:** Roles of parents; parenting styles; characteristics of healthy families **4:** How heredity works; multiple pregnancy
12.2.2 Determine the impact of social, economic, and technological forces on individual growth and development.	**3:** Sharing parenting responsibilities; managing finances; managing careers **5:** Medical care; ultrasound; chorionic villus sampling; amniocentesis **6:** Medical care and testing; care for premature babies **17:** Developing social awareness **18:** Learning through observing; television **19:** Peer groups **24:** Sibling relationships; parental employment; balancing family and work; family moves
12.2.3 Examine the effects of gender, ethnicity, and culture on individual development.	**1:** To pass down culture **17:** Learning gender roles; cultural factors **18:** Aiding gender role learning **19:** Extending gender role
12.2.4 Examine the effects of life events on individuals' physical and emotional development.	**2:** Changes affecting families today; changes in family roles; family types; adoption; the family life cycle **24:** Parental employment; balancing family and work; children in self-care; family moves; death; divorce; single parenting; remarriage and stepparenting; teens as parents; child abuse and neglect **25:** Children with developmental differences; children who are exceptional; exceptional children need special help

Content Standard 12.3	Analyze strategies that promote growth and development across the life span.
Competencies	**Text Concepts**
12.3.1 Examine the role of nurturance on human growth and development.	**1:** To be a responsible parent; to protect children's rights **2:** Roles of parents; nurturance; guidance and discipline; parenting styles **3:** Learning parenting skills **6:** Meeting the newborn's social-emotional needs **9:** Separation anxiety; the infant's growing social world; learning to trust; showing attachment; infants express emotions **10:** Social-emotional needs of infants **13:** Self-awareness of toddlers; extending social relations; emotions **14:** Social-emotional needs of toddlers; recognizing developmental delays **17:** Developing social awareness during the preschool years; feeling and controlling emotions **18:** Social-emotional needs of preschoolers; recognizing developmental delays **19:** Social-emotional development of school-age children; helping school-age children with their social-emotional needs; recognizing developmental delays **20:** Children and their world of play; stages of play; types of play; providing enrichment activities for children **24:** Sibling relationships
12.3.2 Examine the role of communication on human growth and development.	**8:** Beginnings of language development; how babies communicate; passive versus active vocabulary **11:** Language abilities of toddlers; learning spoken language; different rates of learning to talk **14:** Language activities for toddlers **16:** Language abilities of preschoolers increase; articulation of preschool children; vocabulary of preschool children; grammar of preschool children **18:** Preschoolers use symbols in language; learning through language **19:** Language is mastered by school-age children **20:** Language-logic play; books and literature
12.3.3 Examine the role of support systems in meeting human growth and development needs.	**21:** Preparing a child for routine and hospital care; caring for an ill or injured child; caring for a terminally ill child **22:** Types of child care programs; choosing a group program; effects of group care on children; helping children adjust to group care **24:** Resources for children in crises **25:** Exceptional children need special help

Scope and Sequence

In planning your program, you may want to use the Scope and Sequence Chart below. This chart identifies the major concepts presented in each chapter of the text. Refer to the chart to find the material that meets your curriculum needs. Bold numbers indicate chapters in which concepts are found.

▶ Part 1: Children in Today's World

Parenthood

1: Why study children? To understand yourself; To be a responsible parent; To pass down culture; To protect children's rights

2: Changes affecting families today; Changes in family roles; Family types; The family life cycle; Roles of parents; Nurturance; Guidance and discipline; Parenting styles; Characteristics of healthy families

3: Why is it hard to be a good parent? Learning parenting skills; Deciding about parenthood; Reasons for choosing parenthood; Reasons for not choosing parenthood; How children affect relationships; Sharing responsibilities; Managing finances; Managing careers; Family planning

Principles of Growth and Development

1: Why study children? To be a responsible parent; To protect children's rights; Factors that influence growth and development; Heredity and environment combined; Differences in the rate of growth and development; Principles of growth and development; Growth and development are constant; Growth and development are gradual and continuous; Growth and development happen in sequenced steps; Growth and development happen at different rates; Growth and development have interrelated parts; Theories of growth and development; Havighurst's theory of developmental tasks; Maslow's theory of human needs; Why observe children?

Physical Growth

1: To be a responsible parent; Observing children

Intellectual Growth

1: To be a responsible parent; To work with children; Observing growth

Social-Emotional Growth

1: Why study children? To understand yourself; To be a responsible parent; Observing growth

Caring for and Guiding Children

1: To be a responsible parent

2: Changes affecting families today; Changes in family roles; Family types; The family life cycle; Roles of parents; Nurturance; Guidance and discipline; Parenting styles; Characteristics of healthy families

3: Why is it hard to be a good parent? Learning parenting skills; Deciding about parenthood; Reasons for choosing parenthood; How children affect relationships; Sharing responsibilities

Family Relationships

1: To be a responsible parent; To pass down culture; Individual life cycle

2: Changes affecting families today; Changes in family roles; Family types; Two-parent families; Single-parent families; Blended families; Extended families; Families with adopted children; The family life cycle; Characteristics of healthy families

3: Why is it hard to be a good parent? Learning parenting skills; How children affect relationships; Sharing responsibilities; Managing finances; Managing careers; Family planning

Safety and Health
1: To be a responsible parent
3: Why is it hard to be a good parent? Learning parenting skills; Infertility; Sterility

Exceptional Children
1: Why study children? To protect children's rights; To work with children

Leadership and Careers
1: Why study children? To work with children
3: Managing finances; Managing careers

▶ Part 2: Prenatal Development and the Newborn

Parenthood
5: Bonding
6: Meeting newborns' physical needs; Clothing and dressing; Diapering; Scheduling; How can parents help their children learn? Meeting parents' needs; Need for rest; Organize tasks; Time to be with adults

Prenatal and Postnatal Care and Development
4: Stages in prenatal development; Germinal stage; Embryonic stage; Fetal stage
5: Signs of pregnancy; Medical care; Factors that affect the baby's health; Mother's age; Mother's weight; Mother's emotional health; Health habits during pregnancy; Nutrition; Weight gain; Hygiene practices; Rest and sleep; Physical activities and exercise; Health hazards to avoid; Diseases or illnesses in mother; Monitoring the baby's development; Ultrasound; Chorionic villus sampling; Amniocentesis; Family decisions concerning childbirth; Time to be born
6: Medical care and testing; Care for premature babies; Apgar test; Neonatal assessment scales; Other hospital care; Meeting newborns' physical needs

Principles of Growth and Development
5: Bonding
6: What can newborns do?

Physical Growth
5: Factors that affect the baby's health; Mother's age; Mother's weight; Health habits during pregnancy; Nutrition; Weight gain; Birth defects; Monitoring the baby's development; Time to be born; Bonding
6: Medical care and testing; Care for premature babies; Physical traits of a newborn; Reflexes; Meeting the newborn's physical needs; Feeding; Clothing and dressing; Bathing; Sleeping; Exercising; Scheduling

Intellectual Growth
5: The role of the family; Family involvement; Bonding
6: Meeting the newborn's intellectual needs; What can newborns do? How can parents help their babies learn?

Social-Emotional Growth
5: Factors that affect the baby's health; Mother's emotional health; The role of the family; Family involvement; Bonding
6: Meeting the newborn's social-emotional needs; Alertness of newborns; Soothing a fussy baby

Caring for and Guiding Children
5: The role of the family; Family involvement; Bonding
6: Meeting the newborn's physical needs; Meeting the newborn's social-emotional needs

Family Relationships
5: The role of the family; Family involvement; Bonding
6: Meeting the parent's needs

Safety and Health

4: How heredity works; Chromosomes and genes; Inheriting unique traits; Dominant and recessive traits; Sex chromosomes; Multiple pregnancy; Fraternal births; Identical births; Mixed types; Conception

5: Signs of pregnancy; Medical care; The first appointment; Factors that affect the baby's health; Mother's age; Mother's weight; Rh factor; Mother's emotional health; Health habits during pregnancy; Nutrition; Weight gain; Hygiene practices; Rest and sleep; Physical activities and exercise; Health hazards to avoid; Diseases or illnesses in mother; Drugs; Radiation exposure; Environmental pollution; Birth defects; Spontaneous abortion; Monitoring the baby's development; Chorionic villus samplings; Ultrasound; Amniocentesis; Family decisions concerning childbirth; Time to be born; The last weeks of pregnancy; Stages of labor; Instrument methods of birth; Cesarean births; Hospital care; Bonding; Postnatal maternal care; Postpartum blues

6: Medical care and testing; Care for premature babies; Apgar test; Neonatal assessment scales; Other hospital care; Meeting the newborn's physical needs; Feeding; Bathing; Exercising

▶ Part 3: Infants

Parenthood

10: Physical needs; Establishing routines; Intellectual needs; Social-emotional needs; Baby-adult interaction; Handling special problems; Recognizing developmental delays

Principles of Growth and Development

10: Recognizing developmental delays

Physical Growth

7: Skeletal growth; Length and weight; Body proportions; Bones and teeth; Motor development; Head-to-foot development; Center-to-extremities development; Differences in physical development

10: Physical needs; Feeding; Weaning; Recognizing developmental delays

Intellectual Growth

8: How infants learn; Perception; Cognition; What infants learn; Perceptual concepts; Beginnings of language development; How babies communicate; Passive versus active vocabulary

10: Intellectual needs; Activities to stimulate the senses; Problem-solving activities; Language activities; Recognizing developmental delays

Social-Emotional Growth

9: Temperamental differences in infants; Infants' growing social world; Interacting with others; Learning to trust; Showing attachment; Infants express emotions; Love; Fear; Anxiety; Anger

10: Social-emotional needs; Baby-adult interaction; Helping babies develop their self-awareness; Handling special problems; Recognizing developmental delays

Caring for and Guiding Children

10: Physical needs; Feeding; Weaning; Clothing; Diapering a baby; Tub bathing; Establishing routines; Intellectual needs; Activities to stimulate the senses; Problem-solving activities; Motor activities; Language activities; Social-emotional needs; Handling special problems; Recognizing developmental delays

Safety and Health

10: Physical needs; Rest and sleep; Sudden Infant Death Syndrome; Recognizing developmental delays

▶ Part 4: Toddlers

Parenthood

14: Physical needs; Intellectual needs; Social-emotional needs; Recognizing developmental delays

Principles of Growth and Development
13: Achieving autonomy
14: Recognizing developmental delays

Physical Growth
11: Body growth and development; Height and weight; Other body changes; Motor development
14: Recognizing developmental delays

Intellectual Growth
12: How and what toddlers learn; Discovering new ways to solve problems; Beginning of thought; Language abilities; Learning spoken language; Different rates of learning to talk
14: Intellectual needs; Learning through activities; Learning through play; Sensory stimulation activities; Problem-solving activities; Motor activities; Language activities; Recognizing developmental delays

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Social-Emotional Growth
13: Self-awareness; Achieving autonomy; Extending social relations; Emotions; Affection; Fears; Anxiety; Anger
14: Social-emotional needs; Discipline; Guidance; Helping children control their emotions; Planning self-awareness activities; Recognizing developmental delays

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Caring for and Guiding Children
14: Physical needs; Feeding; Clothing; Rest and sleep; Hygiene; Toilet training; Intellectual needs; Learning through activities; Learning through play; Sensory stimulation activities; Problem-solving activities; Motor activities; Language activities; Discipline; Guidance; Helping toddlers control their emotions; Planning self-awareness activities; Recognizing developmental delays

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Safety and Health
14: Hygiene; Toilet training; Recognizing developmental delays

▶ Part 5: Preschoolers

Parenthood
18: Physical needs; Handling sleep and toileting problems; Intellectual needs; Discipline; Helping with initiative and mistakes; Sharing responsibility; Aiding gender role learning; Providing time for friendships; Helping children with emotional control; Recognizing developmental delays

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Principles of Growth and Development
16: How preschool children learn; What preschool children learn; Concepts children learn; Language abilities increase
17: Developing social awareness
18: Recognizing developmental delays

Physical Growth
15: Body growth and development; Height and weight; Body changes; Motor development; Large-muscle development; Small-muscle development
18: Physical needs; Recognizing developmental delays

Intellectual Growth
16: How preschool children learn; Obstacles to logical thinking; New abilities emerge; What preschool children learn; Language abilities increase; Articulation of preschool children; Vocabulary of preschool children; Grammar of preschool children
18: Intellectual needs; Learning through observing; Learning through problem solving; Learning through symbolizing; Learning through motor skills; Learning through language; Recognizing developmental delays

Social-Emotional Growth
17: Developing social awareness; Taking the initiative; Showing responsibility; Learning gender roles; Extending social relations; Feeling and controlling emotions; Dependency; Fear and anxiety; Anger and aggression; Jealousy
18: Social-emotional needs; Recognizing developmental delays

Caring for and Guiding Children
18: Physical needs; Selecting the right clothes; Handling sleep and toileting problems; Intellectual needs; Discipline; Helping with initiative and mistakes; Sharing responsibility; Aiding gender role learning; Providing time for friendships; Helping children with emotional control; Recognizing developmental delays

Family Relationships
17: Learning gender roles; How does gender role develop? Cultural factors

Safety and Health
18: Physical needs; Meeting nutritional needs; Recognizing developmental delays

▶ Part 6: Guiding and Caring for Children

Parenthood
19: Helping school-age children meet their intellectual needs; Helping school-age children with their social-emotional needs; Guiding and modeling behavior; Helping children control their emotions; Helping children improve their self-concept; Recognizing developmental delays
20: Adult role in children's play; Providing enrichment activities for children; Adult's role in stimulating art experiences
21: Protecting children from disease and illness; Accident prevention; Safety devices and safety measures; Safety lessons
22: Helping children adjust to group care

Principles of Growth and Development
19: How school-age children think; Using reversibility logic; Using deductive and inductive reasoning; Physical knowledge concepts; Logical thinking concepts; Recognizing developmental delays
20: Children and their world of play; Importance of play; Stages of play; Providing enrichment activities for children; Stages of development in visual arts; Manipulative stage; Representation stage

Physical Growth
19: Physical development of school-age children; Body growth and development; Recognizing developmental delays
20: Play and physical development; Active-physical play; Manipulative-constructive play

Intellectual Growth
19: Intellectual development of school-age children; How school-age children think; What school-age children learn; Language is mastered; Helping school-age children meet their intellectual needs; Recognizing developmental delays
20: Play and mental development; Imitative-imaginative play; Books and literature; Benefits to children

Social-Emotional Growth
19: Social-emotional development of school-age children; Self-concept; Showing social awareness; Controlling emotions; Providing time for friendships; Helping children control their emotions; Recognizing developmental delays
20: Children and their world of play; Importance of play; Stages of play
22: Effects of group care on children; Effects on social development

Family Relationships
19: Enjoying family ties
20: Adults' role in children's play; Providing enrichment activities for children

Caring for and Guiding Children

19: Helping school-age children meet their intellectual needs; Guiding intellectual growth; Helping school-age children with their social-emotional needs; Guiding and modeling behavior; Helping children control their emotions; Helping children improve their self-concept; Recognizing developmental delays
20: Adult role in children's play; Providing enrichment activities for children; Adult's role in stimulating art experiences
21: Protecting children from disease and illness; Childhood diseases and allergies; Accident prevention; How do accidents happen? Anticipating possible hazards; Helping children meet goals in a safe way; Childproofing the environment; Safety lessons; Preparing a child for routine and hospital care; Preparing children for routine care; Preparing children for hospital care; Caring for an ill or injured child; Caring for a terminally ill child; Helping the ill child cope; Helping the family cope
22: Choosing a group program; Program activities; Quality of group programs; Helping children adjust to group care

Safety and Health

19: Encouraging health and safety practices; Recognizing developmental delays
21: Nutrition, rest, cleanliness, and exercise; Medical and dental care; Immunization; Medical attention during illness; Childhood diseases and allergies; Accident prevention; Safety devices and safety measures; Safety lessons; Preparing a child for routine and hospital care
22: Choosing a group program; Regulations; Housing and equipment; Effects of group care on children; Effects on health; Effects on mental development

Leadership and Careers

22: Types of group programs; Child care programs; Kindergartens; Nursery schools; Montessori schools; Head Start; Staff
23: Types of careers in child-related fields; Health and protective services; Care and education; Entertainment; Design; Advertising, marketing, and management; Entrepreneurship; Research and consulting; Heading toward a career; Personal qualifications; Professional qualifications; Job search skills; Making a wise career choice by getting involved; Study children's development; Involve yourself with children; Join professional organizations; Consider the future; Make wise career moves

▶ Part 7: Special Concerns

Parenthood

24: Lifestyle changes

Caring for and Guiding Children

24: Financial concerns; Lifestyle changes; How can adults protect children from neglect and abuse? Resources for children in crises

Family Relationships

24: Sibling relationships; Sibling interactions; Birth order and development; Children of multiple births; Parental employment; Effects on children; Effects on parents; Balancing family and work; Children in self-care; Coping with family moves; Coping with death; Helping children cope with grief; Coping with divorce; Effects of divorce; Coping with the effects; Single parenting; Problems single parents face; Remarriage and stepparenting; Teens as parents

Safety and Health

24: Health risks for the teen mother and baby; Child neglect and abuse; Neglect; Abuse; Who is abused? Who abuses and neglects children?

Exceptional Children

25: Children are more alike than different; Children who are exceptional; Children who are gifted and talented; Children with physical disabilities; Speech disorders; Children with mental disabilities; Learning disabilities; Behavioral disorders; Exceptional children need special help; How many children are exceptional? What kinds of help do exceptional children need?

Basic Skills Chart

The chart below has been designed to identify those activities in *Changes & Choices* text, *Student Activity Guide*, and *Teacher's Resource Guide* that specifically encourage the development of basic skills. The following abbreviations are used in the chart:

To Do:...End of chapter activities in the text

SAG...Activities in the *Student Activity Guide* (designated by letter)

TRG/B...Strategies described in the *Teacher's Resource Guide* (referred to by number)

Activities listed as "Verbal" include the following types: role-playing, conducting interviews, oral reports, and debates.

Activities listed as "Reading" may involve actual reading in and out of the classroom. However, many of these activities are designed to improve reading comprehension of the concepts presented in each chapter. Some are designed to improve understanding of vocabulary terms.

Activities that involve writing are listed under "Writing." The list includes activities that allow students to practice composition skills, such as letter writing, informative writing, and creative writing.

The "Math/Science/Technology" list includes activities that require students to use computation skills in solving typical problems they may come across in their everyday living. Any activities related to the sciences and computers are also listed.

The final category, "Analytical," lists those activities that involve the higher order thinking skills of analysis, synthesis, and evaluation. Activities that involve decision making, problem solving, and critical thinking are included in this section.

	Verbal	**Reading**	**Writing**	**Math/Science/ Technology**	**Analytical**
Chapter 1	To Do: 3,4,6 SAG: A TRG/B: 3,8,9,11, 12,14,15,16,17, 18,19,20,21,24, 26,28,31,32,33, 35,36,38,39,42, 43,44,45,46,48, 49,50,51,53,54, 56,57,58,59,62, 64,66,67,68,69, 70,71,74,75,76, 77,79,81,82,83	To Do: 2,3,5 SAG: B,G TRG/B: 6,10,13, 17,18,29,31,32, 37,41,45,61,62, 72,78	To Do: 1,5 SAG: A,B,C,D,E, F,G,H TRG/B: 1,2,5,6, 7,13,23,25,41,43, 47,52,60,61,65, 72,84	SAG: D TRG/B: 31,34,40	SAG: D,E,F,H TRG/B: 1,7,16, 19,22,27,29,40, 55,57,67,73
Chapter 2	To Do: 1,2,3 SAG: C,D TRG/B: 2,3,4,8,9, 10,11,12,15,16, 19,20,21,22,23, 25,26,31,32,33, 36	To Do: 5,6 TRG/B: 1,9,13, 15,18,28	To Do: 3,4,6 SAG: A,B,C,D TRG/B: 5,6,8,14, 17,27,31,32,34, 35,36		SAG: A,C,D TRG/B: 1,4,24,30
Chapter 3	To Do: 3,4,6 SAG: B,C TRG/B: 3,4,6,11, 12,13,14,15,16, 17,20,25,26,27, 30,33,35,36,41, 43	To Do: 5 SAG: B TRG/B: 1,8,17, 21,42	To Do: 1,2, TRG/B: 7,9,10, 18,19,22,24,38	SAG: E TRG/B: 17,28, 29,30,31,32,33	SAG: A,D,E TRG/B: 1,2,5,6, 19,23,34,37,39, 40

	Verbal	Reading	Writing	Math/Science/ Technology	Analytical
Chapter 4	SAG: B TRG/B: 2,7,8,12, 13,15,16,17,18	SAG: A,C,D TRG/B: 6,9,10,11	To Do: 1,3,4 SAG: C,D	SAG: A,B,D TRG/B: 1,2,3,4, 13,19,20	SAG: B,D TRG/B: 5,18,19
Chapter 5	To Do: 2,3,4,5,7 SAG: C TRG/B: 1,3,4,6, 11,13,15,17,19, 23,25,27,28,30, 33,35,36,37,40, 42,43,45,46,47, 48,51,52,53,54	To Do: 1,6,7 SAG: C TRG/B: 5,10,22, 24,31,47,50,51	To Do: 1,7,8 SAG: A,C,D,F TRG/B: 2,7,9,12, 16,18,27,29,31, 38,39,40,41,44, 49,50	SAG: A,B,C,E,F TRG/B: 8,9,10, 14,15,20,21,25, 26,29,30,33	SAG: A,E TRG/B: 26,31, 33,43
Chapter 6	To Do: 1,2,4,5,6 SAG: F TRG/B: 2,3,4,5, 7,10,12,13,14,16, 17,18,21,23,24, 31,32,33,35,37, 38,39,40,42	To Do: 1 SAG:F TRG/B: 8,23,43	To Do: 3,4 SAG: A,D,E,F TRG/B: 1,6,9,20, 25,26,27,28,30, 34,41,44	To Do: 2 SAG: A,B,C TRG/B: 4,7,19,22	To Do: 2 SAG: D,E TRG/B: 1,11,15, 36
Chapter 7	To Do: 1,2,4 TRG/B: 2,5,7,8, 9,12,13,14,15, 19,20,22	TRG/B: 3,4,11, 17,18,21,28	To Do: 3 SAG: A,B,C TRG/B: 1,2,10, 16,25,26,28	To Do: 1 SAG: A,C TRG/B: 6,23,24, 25,26,27	To Do: 2 SAG: C TRG/B: 26
Chapter 8	To Do: 2,4,5,6 TRG/B: 1,2,3,4, 7,12,13,17,19, 21,23,24,25,26, 30,31,32,33	SAG: C TRG/B: 11,20, 22,28	To Do: 1,2,3,4 SAG: A,B,D TRG/B:5,6,8,9, 10,14,15,16,18, 27,29	TRG/B: 8	To Do: 6 SAG: A,C TRG/B: 17,20
Chapter 9	To Do: 2,3,4 SAG: C TRG/B: 1,2,4,5, 8,9,10,11,12,13, 14,16,19,21,22, 23,24,25,28,29, 31,32,33,37	TRG/B: 3,15,35	To Do: 1,3,5 SAG: A,B,C,D TRG/B: 7,9,17, 18,26,27,34		To Do: 4 TRG/B: 3,6,15, 20,30,36
Chapter 10	To Do: 3,4,5,6, 7,8 TRG/B: 1,2,6,7, 10,11,14,15,16, 18,19,21,22,31, 32,33,37,38,39, 41,42,43,44,46	To Do: 1 TRG/B: 20,36	To Do: 2,6 SAG: A,B,E TRG/B: 3,4,6,8, 13,24,25,35,40, 45,46	TRG/B: 12	To Do: 2 SAG: B,C,D TRG/B: 4,5,9,12, 17,21,23,29
Chapter 11	To Do: 2,3 TRG/B: 3,7,9,10, 14,16,19,23,25	TRG/B: 4,15,18, 24	To Do: 1,3 SAG: B,C TRG/B: 1,11,12, 17,18,20,21,22	SAG: A TRG/B: 6,8	SAG: C TRG/B: 5,13

	Verbal	Reading	Writing	Math/Science/ Technology	Analytical
Chapter 12	To Do: 1 TRG/B: 1,2,9,10,11,12,14,15,19,20	TRG/B: 16,17,18	To Do: 3 SAG: A,B TRG/B: 3,4,5,6,13	SAG: A	To Do: 2 SAG: C,D TRG/B: 8
Chapter 13	To Do: 1,2,3,5 SAG: A,C TRG/B: 1,3,5,7,14,15,19,20,22,23,24,26,28,30,31	To Do: 4 TRG/B: 6,10,29	To Do: 3 SAG: B TRG/B: 8,9,11,12,17,21,24,25	SAG: B,D,E TRG/B: 2,4,18,27,32	
Chapter 14	To Do: 4,6 SAG: D,H,J TRG/B: 2,3,6,7,8,10,12,15,16,17,19,22,24,27,30,33,34,35,36,39,42,45,46,48,49,51	To Do: 5 TRG/B: 14,30,37,38,39,40,44,51	To Do: 1,2,3 SAG: A,B,C,D,E,F,G,H TRG/B: 1,12,13,18,21,23,25,26,28,31,32,34,36,43,37,39,50		To Do: 3 SAG: E,I TRG/B: 3,9,11,20,29,38,40,41,43
Chapter 15	To Do: 2,4 TRG/B: 2,6,7,12,13,14,15,18,19,21,22,23,24	TRG/B: 9	To Do: 1,2,3 SAG: B TRG/B: 4,8,10,11,16	SAG: A TRG/B: 1,5,20	To Do: 2,3,4 SAG: C TRG/B: 3,17,19,20
Chapter 16	To Do: 1,2,3,4,5,6 SAG: C TRG/B: 1,3,4,6,7,10,16,17,20,21,24,25,26,27,28,29,31,33,34,36	SAG: A TRG/B: 8,12,13,18,25	To Do: 2,3 SAG: B TRG/B: 9,14,15,19,22,23,25,32,35	TRG/B: 5	To Do: 5 TRG/B: 2,11
Chapter 17	To Do: 1,2,3,5,6 TRG/B: 1,4,7,8,10,12,14,17,20,22,24,25,26,28,29,30,31,32,33,34,36	To Do: 1,6	To Do: 3,4,7 SAG: A,B,C,D TRG/B: 2,3,5,9,11,13,15,16,19,23,35		SAG: B TRG/B: 1,8,10,11,12,23
Chapter 18	To Do: 1,2,3,4,5,7,8,9 SAG: G TRG/B: 2,4,5,7,9,14,15,17,18,19,20,24,25,26,27,30,33,34,36,38,40,41,42,43,44,46,48,49,50,52,55,57	To Do: 1,6 TRG/B: 39,47	SAG: A,C,D,E,F TRG/B: 3,8,13,16,22,28,29,31,35,37,51,53,54,56,57		SAG: B TRG/B: 1,8,10,11,12,23

	Verbal	Reading	Writing	Math/Science/ Technology	Analytical
Chapter 19	To Do: 2,5,7,8 SAG: F,I TRG/B: 3,5,6.7,9,10,13,14,21,22,24,28,31,32,33,34,35,39,41,42,45,46,47,49,50,51,52,53,54, 55	To Do: 7 SAG: E TRG/B: 17,26,27,43	To Do: 1,2,3,6 SAG: A,B,C,D,E,F,G,H TRG/B: 8,12,18,20,23,29,36,40,44,48,57	To Do: 4 TRG/B: 4	To Do: 5 SAG: B TRG/B: 2,16,19,30,37,38,56
Chapter 20	To Do: 2,4 SAG: C TRG/B: 2,3,6,7,8,9,12,16,18,20,22,24,25,26,27,30,31,33,36,41,42	To Do: 5 TRG/B: 14,23,29,35,38,39,40	To Do: 1,3 SAG: A,B,C TRG/B: 1,4,5,10,11,15,17,19,32,34,37		SAG: A TRG/B: 21
Chapter 21	To Do: 2,3,4,5,7,10 SAG: B TRG/B: 1,2,3,4,5,7,8,10,13,14,16,17,18,20,21,22,23,25,27,33,34,35,36,39,40,45	To Do: 1 TRG/B: 9,12,46	To Do: 5,6,8,9 SAG: A,C,D,E,F TRG/B: 6,11,15,24,26,28,41,42	To Do: 5	SAG: C,D TRG/B: 19,30,32,37,38
Chapter 22	To Do: 1,2,3 SAG: D TRG/B: 3,5,6,7,9,10,11,12,13,14,15,18,19,20,21,22,23,26,30,34,35,36,38,39,40	To Do: 4 SAG: B TRG/B: 8,24,25	SAG: A,C TRG/B: 1,2,4,27,28,32,33	TRG/B: 31	TRG/B: 11,16,29,37
Chapter 23	To Do: 2,5,6 SAG: B TRG/B: 1,3,7,9,11,12,13,14,15,17,18,19,20,21,23,26,30,31,32,37,40,44,45	SAG: C TRG/B: 22,24,25,35,42	To Do: 1,2,3,4 SAG: A,B,D,E TRG/B: 2,4,5,6,8,10,16,26,27,28,29,34,38,39,41,43		To Do: 5 SAG: B TRG/B: 5
Chapter 24	To Do: 2,6,7 SAG: A,B,E TRG/B: 1,2,4,6,7,10,11,12,14,16,17,20,21,22,23,25,26,27,29,30,31,32,33,38,39,40,42,44,47,48,50,51,54,55,56,57,58,59	To Do: 4,5 TRG/B: 3,13,45	To Do: 1,3 SAG: A,B,C TRG/B: 5,8,14,15,18,24,28,35,36,43	TRG/B: 49,50,51,52,53	SAG: C,D TRG/B: 9,19,28,34,37,41,46,56
Chapter 25	To Do: 1,2,3,4,5 SAG: B TRG/B: 1,2,4,7,9,12,15,18,19,21,24,28	To Do: 3,4 SAG: A,C TRG/B: 3,6,8,14,16,17,20,22,26	SAG: B,C TRG/B: 5,10,11,13,25,27,29		To Do: 5 TRG/B: 14,23

Part 1

Children in Today's World

Learning About Children

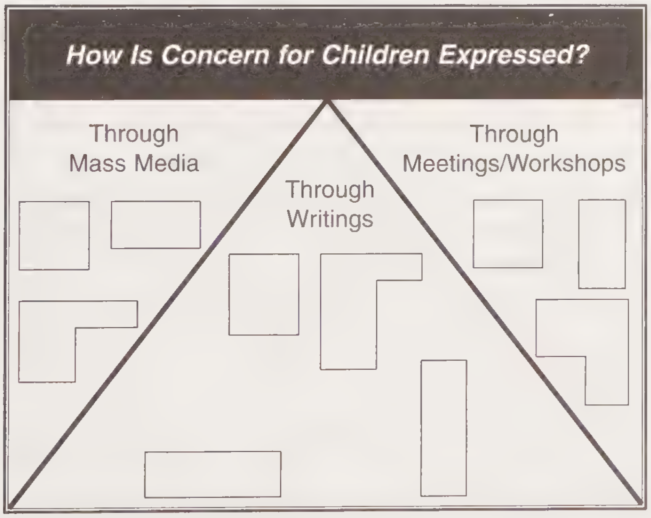
1

Objectives

After studying this chapter, students will be able to

○ list reasons for learning about children.
○ define the term *child development.*
○ describe the individual life cycle.
○ describe three factors that promote growth and development.
○ identify differences in the rate of growth and development.
○ explain and give examples of some major principles and theories of growth and development.
○ develop observation skills.

Bulletin Boards


How Is Concern for Children Expressed?
Through Mass Media
Through Writings
Through Meetings/Workshops

I. Title: "How Is Concern for Children Expressed?"

Divide the bulletin board into four sections as shown. Place the title and the following three subheadings on the board: (1) Through Mass Media, (2) Through Writings, (3) Through Meetings/Workshops. Under the subheadings students display examples, such as radio or TV listings, newspaper and magazine articles, book jackets, and announcements of meetings and workshops. Students can change the examples throughout the instructional period.

II. Title: "Children Are..."

Instruct students to find pictures of children (of themselves as babies or from magazines) to place under the following headings: (1) Curious and Inquisitive, (2) Loving, (3) Fun, (4) Challenging, (5) Creative, (6) Active, (7) All Different, (8) Sometimes Difficult to Understand. Students may add other titles as they discuss the development of children.

III. Title: "Reasons for Studying Children"

Divide the bulletin board into five sections, one for each of the following headings: (1) To Understand Yourself, (2) To Be a Responsible Parent, (3) To Pass Down Culture, (4) To Protect Children's Rights, (5) To Work with Children. Illustrate each section with pictures.

Teaching Materials

Text, pages 16-37
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Parents Aid Children's Growth and Development*
B. *Children's Bill of Rights*
C. *Individual Life Cycle*
D. *Heredity or Environment?*
E. *A Look at Tomorrow*
F. *The Wholeness of Growth and Development*
G. *Children Fulfill Their Needs*
H. *Observation: Children at Play*

Teacher's Resource Guide/Binder

The Subject Matter of Child Development, reproducible master 1-1

Why Is It Important to Study Children? reproducible master 1-2

Changes in Growth and Development Patterns, transparency master 1-3

Observation Guidelines, transparency master 1-4

Chapter 1 Test

Teacher's Resource Binder

Developmental Tasks, color transparency 1-1

Maslow's Hierarchy of Human Needs, color transparency 1-2

▶ Introductory Activities

Case Study

Sasha, age four, and Benji, age two, are brother and sister. Sasha has black hair, dark skin, and deep brown eyes. She is quiet and dependable, talking only when necessary. When her parents leave her at the child care center, she is content to play quietly. She prefers to play alone, with dolls or puzzles, but often watches the other children. Benji has brown hair, fair skin, and light brown eyes. He prefers playing with tractors, trucks, and blocks with other children. He is talkative and becomes bored when he plays alone. List some reasons for the differences in these children.

Motivational Exercises

1. Have students write brief descriptions of how they view children and share their impressions in class. Collect and save the descriptions. Contrast these descriptions with the students' impressions of children at the end of the course.
2. *The Subject Matter of Child Development,* reproducible master 1-1. Students should complete the master before reading the chapter. Encourage them to match the statements about children with the areas of knowledge, then discuss reasons for their responses.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Why Study Children?

3. **RT** Encourage students to explain the difference between wanting to meet children's needs and knowing how to meet children's needs.
4. **RT** Have students list reasons why it is difficult to know how to meet children's needs.
5. **ER** Have students write a newspaper article entitled "The Century of the Child" or "How the Needs and Rights of Children Have Been Abused."
6. **ER** Invite students to suggest reading materials for parents and others interested in child development.
7. **RF** *Why Is It Important to Study Children?* reproducible master 1-2. Students are to title each box with a reason for studying children. Students should illustrate the reason inside each box with a message they write, picture they draw, or image they clip from a magazine.

To Understand Yourself

8. **ER** Instruct students to spend at least 30 minutes with a baby or child. Invite students to share in class what they learned or enjoyed.
9. **RT** An adult's upbringing affects how he or she acts as a parent and on the job. Ask students to imagine some hypothetical examples of this statement.

To Be a Responsible Parent

10. **RT** Have students define the term *parenting.* Students should compare their definitions with those given in the text.
11. **RF** *Parents Aid Children's Growth and Development,* Activity A, SAG. Students are to give examples of ways parents meet children's needs.
12. **RT** Conduct a student discussion of the question "Of children's many needs (physical, intellectual, social, trust, and love/discipline), which are perhaps the most difficult for parents to meet because of lack of knowledge?"
13. **ER** Have students explore the contents of books and/or parenting programs, then write a paper on the topics often included.
14. **RT** Ask students to give examples of how parenting practices change as children's needs change.

To Pass Down Culture

15. **RT** Family cultures are unique. Ask students to share examples of culture handed down by parents, teachers, religious leaders, youth leaders, and celebrities in all fields.
16. **ER** Have students discuss the culture that may have been handed down to children in an earlier historical period. Encourage students to speculate on the culture that might be handed down to children in the year 2020.

17. **ER** Culture is represented in books. Invite students to share with the class selections from books that show the handing down of culture. For example, a student might select examples from the writings of Laura Ingalls Wilder.

To Protect Children's Rights

18. **ER** Assign students a reading assignment that shows how children often were mistreated before child labor laws were established. Have students discuss their findings.
19. **EX** Invite students to list questions that concern the protection of children. (An example is, "Should scenes of violence be shown on television programs children watch?") Have students choose one question. Hold a class debate on that question.
20. **ER** Encourage students to interview a social worker involved in protecting children. The interview should focus on why children need protection and how various government services protect children.
21. **ER** Instruct students to interview a juvenile court judge. They should ask the judge to give a general interpretation of your state's laws concerning (a) the rights of children when neglected or abused by parents; (b) the rights of juveniles accused of offenses; (c) the responsibilities and rights of parents, teachers, and other adults who work with children; (d) the reasons parental rights may be altered in child custody cases; and (e) the "gray areas" between parents' rights and children's rights. (An example is a circumstance in which parents refuse medical care for a child in a life-threatening situation.)
22. **EX** Encourage students to review the arguments and decisions rendered by the U.S. Supreme Court concerning the rights of the unborn. (One major question of abortion focuses on the rights of the unborn versus the rights of the mother.)
23. **RF** *Children's Bill of Rights,* Activity B, SAG. Students are asked to review the list of children's rights in the text. Then they are asked to write a "Children's Bill of Rights."

To Work with Children

24. **ER** Instruct students to interview one or more persons in child-related careers. Students should focus on the question "What must you know about children in your career?"
25. **RT** Ask students to list careers in child-related fields that are available in your area.
26. **ER** Panel discussion: Encourage students to invite several people who work in child-related careers to discuss how they use their knowledge of children in their work.

What Is Child Development?

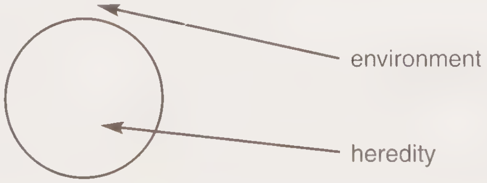
27. **RT** Ask students to compare the definitions of child development given in at least three sources.
28. **RT** Invite students to comment on the differences between fact and opinion and to discuss the following questions: (a) Are opinions always wrong? (b) Are facts found in research always right? (c) Why are sciences, including child development, subject to change?
29. **RF** Bring a research report to class for students to examine. Ask them to identify parts of the report, such as what was studied, how children were chosen, how information was collected, how information was analyzed, and how researchers reached conclusions. (Students do not need to understand the sampling techniques or analyses. This activity is designed to show them that researchers follow strict rules.)

Individual Life Cycle

30. **RF** *Individual Life Cycle,* Activity C, SAG. Students are asked to complete a chart about the individual life cycle.

Factors that Influence Growth and Development

31. **RT** Instruct students to check the meaning of the terms *heredity* and *inheritance* in a dictionary. Encourage them to discuss the similarities between the meanings of the words.
32. **RT** Have students check the meaning of the term *environment* in a dictionary. Students also should look at the term *environ,* which means *around.* Have students discuss how the terms are related.
33. **RT** Discuss with students words that convey the meaning of the term *heredity* (such as *internal* or *inside)* and the meaning of the term *environment* (such as *external* or *outside).*
34. **RF** Using one circle, diagram the relationship between heredity and environment for students.



Heredity

35. **RT** Invite students to give examples of traits they believe they inherited.
36. **RT** Why do physicians often obtain the family health history of patients? Encourage a student discussion.
37. **ER** Have students read the story of Gregor Mendel who, in the mid-1800s, discovered that inheritance followed natural laws.

Environment

38. **RF** Ask students to share in class examples or pictures of objects and people that usually are part of a child's life. Each student should explain how the object or person might promote change in a child as he or she grows.
39. **ER** Arrange for students to interview a person in charge of a Head Start program or a program on mainstreaming. Students should focus the interview on the following questions: (a) How do these programs provide an enriched environment? (b) What do the programs hope to accomplish? (c) What gains have been made in these programs?

Heredity and Environment Combined

40. **RF** *Heredity or Environment?* Activity D, SAG. Students are to list their traits or skills and classify them as the products of heredity or environment.
41. **ER** Instruct students to research a case study of a criminal or biographical information on a celebrity or political leader. Students should then write a paper on the person that includes the following information: (a) ways in which heredity affected the person's development, (b) ways in which environment affected the person's development, (c) ways the person's childhood compares to the principles of growth and development.

Differences in the Rate of Growth and Development

42. **RT** Ask students to give examples of differences in the rates of growth and development in children they know.

Principles of Growth and Development

43. **ER** Ask a pediatrician to discuss principles of growth and development with students. Have students prepare a list of questions in advance.

Growth and Development Are Constant

44. **RT** Invite students to give an example of some aspect of their growth and development that has been rather constant.
45. **ER** Have students read a biography or autobiography of a famous person. Encourage them to share in class how the person's early abilities or interests hinted toward later fame.
46. **RT** Ask students to share examples of words people use to describe personality. Foster a discussion of the question, "Why would the term *personality* be meaningless if constancy did not occur in growth and development?"
47. **RF** *A Look at Tomorrow,* Activity E, SAG. Students are to complete descriptions of children in ways that show constancy.

Growth and Development Are Gradual and Continuous

48. **RT** Ask students to discuss what they would say to parents who are raising children in a stable home but are making some child-rearing mistakes.
49. **RT** Explain to students that in the early 1960s, many felt Head Start and other programs for children from low-income families would be quickly effective. These people thought the programs would change children in positive ways in just a few months. However, these programs are successful only when children attend them for several years. Have students discuss why changes in children happen slowly.
50. **RT** Invite students to give examples of how children can "catch up" in their development and areas where they cannot.
51. **RF** *Changes in Growth and Development Patterns,* transparency master 1-3. There are times in the life of most children when smooth patterns of growth and development change. During these times growth and development may happen quickly, slowly, or appear to stop altogether. After a time children's balance and calm become restored as they become better able to cope. Use this transparency master to point out times when children's growth and development are very fast, very slow, or seem to have stopped. Ask students to give examples of breaks in growth and development patterns.

Growth and Development Happen in Sequenced Steps

52. **RT** Have students list the sequence of steps that lead to walking. (You may want to keep students'

responses and have them check their answers after studying chapter 7 in the text.)

53. **RT** Invite students to describe a skill they learned recently that had to be grasped in steps.
54. **RT** Encourage students to give hypothetical examples of children who are under social pressure to achieve a task they are not ready to perform. Discuss with students what can happen to these children.
55. **EX** Have students collect dated drawings by young children that were drawn over at least a three-month period. Students should collect such a series from at least four children, then arrange and label the drawings chronologically. Students should analyze the drawings in each series and write descriptions of each child's advances.
56. **RT** Discuss the cliché "You can't teach an old dog new tricks." Ask students to explain how the saying is correct in some ways and incorrect in other ways.

Growth and Development Happen at Different Rates

57. **RF** On their own have students observe children of nearly the same age in a group setting. Students should look for differences in rates of development. Have students share their observations with other students.
58. **RT** Have students explain why knowing the average rate of growth and development can be useful.

Growth and Development Have Interrelated Parts

59. **RT** Have students discuss how the physical, mental, and social aspects of growth and development are involved in language learning.
60. **RF** *The Wholeness of Growth and Development,* Activity F, SAG. Students should describe how different aspects of growth and development affect each other.
61. **ER** Instruct students to research the meaning of the term *psychosomatic illness.* Each student writes a report on one such illness, such as anorexia nervosa. The report should explain how psychosomatic illnesses show that growth and development have interrelated parts.

Theories of Growth and Development

62. **ER** Have students research current theories of growth and development and present their findings to the class.

Havighurst's Theory of Developmental Tasks

63. **RF** *Developmental Tasks,* color transparency 1-1. Use this transparency to outline for students Havighurst's Developmental Tasks for children from birth to age 12.
64. **RF** Have students discuss the developmental tasks as indicated by Havighurst.
65. **RF** Ask students to write a definition of the term *developmental tasks* using their own words.
66. **RT** Reading is a major developmental task of school-age children. Have students discuss how nonreaders are at a disadvantage in our society.
67. **RF** Ask students to mentally picture children in the year 2020. Students should discuss possible developmental tasks of children of the future.

Maslow's Theory of Human Needs

68. **RT** *Maslow's Hierarchy of Human Needs,* color transparency 1-2. Use this transparency to explain each level of the pyramid. Discuss with students how parents can help children meet their needs.
69. **RF** Using a list of Maslow's hierarchy of needs, have students describe how their various needs were met on a given day.
70. **RF** Have students discuss and give specific examples of how Maslow's needs could be fulfilled differently in various cultures. (For example nutritional requirements can be met with many types of foods.)
71. **ER** Encourage students to interview a director of a Head Start program. Refer to Maslow's hierarchy of needs. Ask the director to give examples of how the Head Start program meets these needs for children. Discuss the reasons programs for children of low-income families must focus on lower-level needs before intellectual gains can be expected.
72. **RF** *Children Fulfill Their Needs,* Activity G, SAG. Students identify the needs being met in each activity using chart 1-19 in the text.
73. **RF** Have each student observe a child in a home setting for three or four hours on a nonschool day. List the child's activities. Then, using chart 1-19, have each student identify the need or needs each activity meets.

Observing Children

74. **RT** Ask students to give examples of how the senses are used in observation.
75. **RT** Invite students to give examples of how observation skills are learned through imitation.

76. **RT** Have students discuss how some people "see" more than others see in certain situations.

Why Observe Children?

77. **RT** Discuss with students reasons researchers study children.
78. **ER** Supply an example of a research study for students to examine. Point out what behavior was observed and the conclusions.
79. **RF** Foster a student discussion. Ask students what they can learn by observing children and how these learnings will help them.

Ways to Observe

80. **RT** Have students list places where children can be directly observed.
81. **RT** Ask students for examples of indirect observations.

Guidelines for Observing

82. **RT** Encourage students to discuss the importance of following each of the guidelines for observing.
83. **RF** *Observation Guidelines,* transparency master 1-4. Use this transparency to outline for students the proper methods of observation. Use it as a basis for discussion on the methods expected when students observe.
84. **RF** *Observation: Children at Play,* Activity H, SAG. Help students choose a child's behavior or characteristic to observe. Students are to observe (following the guidelines) and to record their findings on the observations sheet.

Answer Key

Text

To Review, page 35

1. false
2. (List five:) to understand yourself, to be a responsible parent, to pass down culture, to protect children's rights, to work with children
3. the scientific study of children from conception to adolescence
4. prenatal stage, neonatal stage, infancy stage, toddler stage, preschool stage, school-age stage
5. heredity, environment, heredity and environment combined
6. false
7. does
8. Developmental acceleration is when a child is performing like an older child. Developmental delay is when a child is performing like a younger child.
9. (Student response.)
10. c. The order of the steps in growth and development is about the same for most children.
11. physical growth: b; social pressures: a; inner pressures: c
12. (Student response.)
13. (List five:) Know your objectives, obtain permission to observe, know what to do at the site, observations should not distract children from their regular activities, observe carefully and objectively, record accurately, protect the rights of all observed.

Student Activity Guide

Children Fulfill Their Needs Activity G

1. physiological
2. belonging and love
3. belonging and love
4. esteem
5. safety
6. physiological
7. aesthetic
8. esteem
9. esteem
10. safety
11. safety or belonging
12. esteem
13. physiological
14. safety
15. aesthetic
16. belonging and love
17. safety
18. esteem
19. esteem
20. physiological or safety

Teacher's Resource Guide/Binder

The Subject Matter of Child Development, reproducible master 1-1

1. A
2. B
3. C
4. D
5. A
6. D
7. B
8. D
9. B
10. C

Chapter 1 Test

1. T
2. F
3. T
4. F
5. F
6. T
7. T
8. T
9. F
10. F
11. T
12. T
13. F
14. B
15. D
16. A
17. C
18. A
19. A
20. D
21. B
22. C
23. B
24. D
25. C
26. B
27. G
28. A
29. E
30. F
31. physical, intellectual, social, trust, love/discipline (Student response for examples.)
32. Child development is the scientific study of children. The field of child development focuses on changes that occur in growth and development from conception to adolescence.
33. prenatal stage, neonatal stage, infancy stage, toddler stage, preschool stage, school-age stage.
34. heredity, environment, and the combined force of heredity and environment
35. physical growth, social pressures, inner pressures (Student response for explanations.)
36. (Student response.)
37. (Student response.)

The Subject Matter of Child Development

Name ____________________________ Date _____________ Period ________________

The content of child development includes almost everything people know about children. Match the following areas of knowledge and statements about children. (As you study the text, you will read similar statements again.)

Statements About Children	***Areas of Knowledge***
________ 1. Newborns average about 17 hours of sleep per day.	A. way children's bodies grow and develop
________ 2. During the first year infants babble syllables, such as *da, da.*	B. way children think and learn
________ 3. Babies become anxious when adults whom they love leave them, even for a short time.	C. way children feel about themselves
________ 4. Children are proud when they can do tasks for themselves.	D. way children interact with others
________ 5. After the first year babies continue to grow rapidly but not as rapidly as during the first year.	
________ 6. Toddlers are attached to adults who care for them.	
________ 7. School-age children can learn symbol systems used in reading and math.	
________ 8. Brothers and sisters are built-in playmates for each other.	
________ 9. Children are curious and eager learners.	
________ 10. Children with speech impairments may have a poor self-concept.	

Why Is It Important to Study Children?

Name ______________________ Date ____________ Period ______________

Each box is labeled with a reason why it is important to study children. In the space inside each box, write, draw, or find pictures to illustrate reasons why this is important.

To Pass Down Culture	To Protect Children

To Be a Better Parent	To Work with Children

To Understand Yourself Better	Other

Changes in Growth and Development Patterns

Most likely to occur when there are:	**Examples**
▷ changes in environment	▷ moving to a new location
▷ changes in physical development	▷ rapid growth times, such as during the late childhood or early teen years
▷ changes in status	▷ a change in family structure, such as a new baby, divorce, or death
▷ changes in roles	▷ going to preschool or school for the first time
▷ changes in the kind and amount of emphasis placed on certain skills	▷ weakened math skills after concentrating hard on reading skills

Transparency Master 1-4

Observation Guidelines

- ▷ Know your objectives.
- ▷ Obtain permission to observe.
- ▷ Know what to do at the site.
- ▷ Be sure observations do not distract children from regular activities.
- ▷ Observe carefully and objectively.
- ▷ Record accurately.
- ▷ Protect the rights of all observed.

Learning About Children

Name ____

Date __________________ Period __________ Score ___________

Chapter 1 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. School attendance laws have been set up by the government to help meet the needs of children.

T F 2. Heredity alone determines growth and development.

T F 3. Learning about children helps adults enjoy being with children.

T F 4. Development ends when the human becomes an adult.

T F 5. The focus of child development is on physical growth.

T F 6. The term *development* implies change in a person.

T F 7. Heredity affects some aspects of growth and development more than it does other aspects.

T F 8. The environment is a powerful force in growth and development.

T F 9. A developmental delay is when a child is performing like an older child.

T F 10. Principles of growth and development fit all people in the same way.

T F 11. Developmental tasks are the same for all cultures.

T F 12. Positive development in one area is often seen with positive development in other areas.

T F 13. Maslow feels that the need to learn is the most basic need.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 14. A group's culture is handed down _____.
A. through mass media
B. from adult to child
C. by historical accounts
D. through social groups, such as clubs

________ 15. Protection of children is the responsibility of _____.
A. parents
B. teachers and other adults in child-related careers
C. lawmakers
D. All of the above.

________ 16. Development is best described as a _____.
A. process
B. product
C. stage in a person's life
D. term used to describe changes in a child

________ 17. Child development is defined by the text as _____.
A. an understanding of parent-child relations
B. knowledge about children
C. the scientific study of children
D. social changes that occur as children become older

(Continued)

Name ____

________ 18. The scientific study of children mainly involves _____.

A. following the same basic rules used in all scientific studies
B. choosing bright, intelligent children for the study
C. carefully studying this text
D. All of the above.

________ 19. Genes can affect _____.

A. both the existence and range of certain traits
B. only the existence of certain traits
C. only the range of certain traits
D. only the physical traits

________ 20. Environment includes _____.

A. physical conditions
B. what people learn by listening and reading
C. what people learn on their own, as they interact with people, and from the world around them
D. All of the above.

________ 21. All of the following are good child observation practices *except* which of the following?

A. Introduce yourself to the person in charge and state why you are there
B. Don't take a pencil and paper with you because that will interfere with your observations
C. Leave promptly when finished
D. Try not to distract children or adults from their activities

________ 22. Before Sarah can learn to read, she must learn many skills, such as how to move her eyes from the top to the bottom and from the left to the right on the page, to associate the sounds of letters with their shapes, to realize that spacing between groups of letters means the end of a word, and to know the meanings of words. Learning these and other skills before reading is an example of _____.

A. continuous growth and development
B. constancy of growth and development
C. sequenced steps in growth and development
D. the effect of heredity on growth and development

________ 23. Which of the following statements is *not* true about the rate of growth and development?

A. The rate of growth and development is determined by a person's desire to achieve.
B . The rate of development is determined by environment but *not* by heredity.
C. The rate of growth and development are different for all children.
D. The rate of growth and development changes throughout a child's life.

► Matching: Match the following terms and identifying phrases.

________ 24. traits of blood kin passed through parents
________ 25. everything that affects people except traits of blood kin
________ 26. skills that a person should master at a certain stage in life
________ 27. the time in a person's life when the body is ready, society requires, and he or she desires to master a task
________ 28. a process that changes babies into adults
________ 29. results of studies that describe how humans are alike
________ 30. steps in growth and development that follow one another in rather exacting ways

A. development
B. developmental tasks
C. environment
D. heredity
E. principles of growth and development
F. sequenced steps
G. teachable moment

(Continued)

Name ____

► Essay Questions: Provide complete responses to the following questions or statements.

31. Name and give examples of five needs of children for which parents are responsible.
32. Write a complete definition of *child development.*
33. Name the six stages of the individual life cycle for children.
34. List the three forces that promote growth and development.
35. Explain the three sources that combine to give rise to developmental tasks.
36. Explain how Maslow's hierarchy of human needs theory relates to the care of children.
37. Choose one of the guidelines for observing and explain why it is important.

Families Today

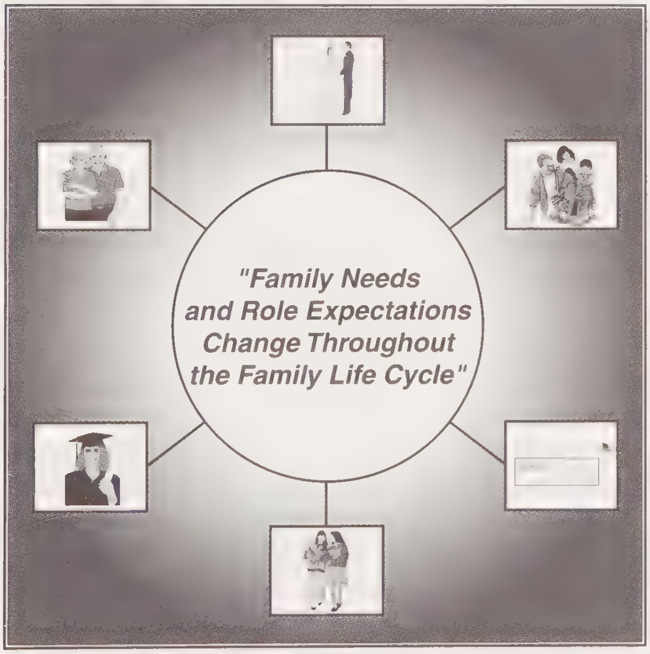
2

▶ Objectives

After studying this chapter, students will be able to

○ describe changes affecting families today.
○ explain the role of families in today's society.
○ list the main advantages and disadvantages of living in different types of families.
○ explain changes that take place during the life cycle of a family.
○ describe the major roles of parents.
○ define three parenting styles.
○ list characteristics of healthy families.

▶ Bulletin Boards



I. Title: "Family Needs and Role Expectations Change Throughout the Family Life Cycle"

Place this title in the center of the board with lines leading to six squares around the center. Within each of the squares, have students place pictures of families that appear to be in each of the six stages of the family life cycle.

II. Title: "Families Come in Many Shapes and Sizes"

Have students gather or draw pictures that depict each family type discussed in the text. Students should arrange the pictures on the board and label each family type.

▶ Teaching Materials

Text, pages 38-52
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Family Types*
B. *The Family Life Cycle*
C. *Types of Discipline*
D. *Parenting Styles*

Teacher's Resource Guide/Binder
Tasks of a Two-Parent Family, reproducible master 2-1
Chapter 2 Test

Teacher's Resource Binder
The Family Life Cycle, color transparency 2-1

▶ Introductory Activities

Case Study

Latrice, age five, and Sheri, age three, attend a child care center while their mother works as a nurse. Since their parents divorced two years ago the girls have spent two weekends each month with their father. Recently, their father married a woman with two children. Latrice and Sheri are having problems adjusting to this new family. They show signs of stress before and after weekend visits with their father. Discuss this family type as well as the financial and emotional adjustments for each individual in this family.

Motivational Exercises

1. *Tasks of a Two-Parent Family,* reproducible master 2-1. Have students complete the master after reading the "Family Types" section of the text. On

the first chart students should assign duties to each member of a two-parent family. The father of this family works at home. The mother leaves home for work at 7:30 a.m. and returns at 5:30 p.m. The two children, ages ten and seven, leave for school at 7:30 a.m. and return at 4:00 p.m. On the second chart students should assign duties to the same two-parent family considering that the father now works outside the home and is away from 8:30 a.m. to 6:00 p.m. Students should compare results in class.

2. Ask students to explain the relationship between the level of technology in a society and the years of childhood. Students should explain the reason for the relationship. (Note: The higher the level of technology in a society, the longer the years of childhood. More formal education is required for employment in a technical society.)
3. Encourage students to discuss reasons the family continues to be the basic unit of society.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Changes Affecting Families Today

4. **RF** Conduct a brainstorming session, asking students to list changes that affect families today. Ask them if each change affects families positively or negatively.
5. **ER** Have students write articles describing changes they think are affecting families today.

Changes in Family Roles

6. **RF** Instruct students to make a poster that depicts how the roles of parents have changed over the years.
7. **RT** Have students give reasons families (rather than other social groups) can best meet the needs of children in their early years.
8. **ER** Invite a grandparent or older person to class to talk about his or her early years of married life. Have the person describe the family roles he or she carried out and relationships with extended family. Students may write a summary of similarities and differences they see from that generation to the present.

Family Types

9. **RF** Instruct students to look up the terms *consanguine* and *consanguineous* in a dictionary Ask them to explain the original meanings of these terms.
10. **RT** Discuss with students stereotypical examples of the "typical" (two-parent) family as depicted in older books, movies, and television shows.
11. **EX** Discuss with students what type of personality would fit best in an extended family.
12. **RT** Ask students how nonextended families might try to compensate for some of the advantages extended families enjoy. (An example might be visiting relatives for holidays.)
13. **RF** Instruct students to look up the term *conjugal* in a dictionary. Have students explain the original meaning of this term.
14. **EX** Because single-parent families most often evolve when a crisis occurs in a two-parent family (such as death or divorce), people often focus on the problems of single-parent families. Ask students to list some possible advantages for parents and children of living in a single-parent family.
15. **RF** Suggest students look up the term *stepchild* in a dictionary. Students should notice the origin of the term. Have students explain why they think terms like *blended families* and *recoupled families* are replacing the term *stepfamilies.*
16. **EX** Because blended families must work out the problems of blending individuals from different families, people often focus on problems faced by members of these families. Discuss with students advantages for both parents and children of living in a blended family.
17. **RF** *Family Types,* Activity A, SAG. Invite students to describe each type of family listed and list strengths and weaknesses for each type.
18. **ER** Students should ask a librarian to help them locate books that help children deal with family problems or situations like divorce, death, or adoption. Students should share their books with other class members.
19. **ER** Guest speaker: Ask an adoption agency caseworker to visit your class. The caseworker may explain the services available to the biological parents and the prospective adoptive parent(s). Ask the case worker to describe the agency and legal procedures involved in an adoption. Other points might include the qualifications people need to adopt children, the length of the waiting period, and the cost.
20. **ER** Guest speaker: Invite a foster parent to talk about the satisfactions of being a foster parent. The parent also may discuss problems he or she encountered and typical adjustments for foster children and parents.

The Family Life Cycle

21. **RF** *The Family Life Cycle,* color transparency 2-1. Use this transparency to introduce the various stages of the family life cycle. Have students give examples of characteristics of each stage.
22. **RT** Discuss the family life cycle stages in class. Ask students which stages mark the family's

expansion and which stages mark the family's decrease in size. Discuss adjustments family members must make in each stage. Which stages are likely to last the longest? Which stages are likely to last the shortest?

23. **RT** On a chalkboard or transparency draw a line depicting the family life cycle. Draw a line from the center to the top of the circle. Ask a volunteer to draw another line depicting the establishment stage in the cycle, then predict about how many years a couple might spend in this stage. Ask another volunteer to draw the line for the next stage and explain his or her rationale. Continue until all stages are depicted. Ask the class if the lines need to be adjusted. Discuss what determines the placement of the lines and how stages vary from family to family.
24. **RF** Ask students to draw their own family's life cycle, predicting the number of years the family will spend in each stage.
25. **EX** Have students role-play each stage of the family life cycle. Several students can make up a "family" that is hypothetically living in a particular stage and act out the situation. Role-plays can portray some of the joys and satisfactions as well as problems and concerns that could occur in a particular stage. Is any one stage free from problems? Is one stage more "expensive" than another? Is one stage "happier" than another? In which stage might the family members feel the most productive and useful to society? How can members maintain their involvement in the family and community?
26. **RF** Have students describe some customs or routines they would like to develop or continue in their own family life cycle. Have students first describe some customs, traditions, or routines that might be typical of families in their region. This might range from dating customs, marriage customs, raising children, holiday activities, etc. Do these types of traditions tend to encourage family unity and/or strengthen family bonds?
27. **RF** *The Family Life Cycle,* Activity B, SAG. Students are asked to define each stage of the family life cycle and then to write a short story describing a family and how the family goes through the stages of the life cycle.

Roles of Parents

28. **RF** Have students look up the terms *nurturance* and *control* in a dictionary Students should compare the dictionary's definitions with the text's discussions of the topics.
29. **EX** Guide students to speculate on the reasons women traditionally nurtured and men traditionally controlled children.
30. **RT** Instruct students to contrast the attitudes of parents who blur the roles of nurturer and controller of children and those who prefer to make the roles distinct.

Guidance and Discipline

31. **RT** Discuss the concepts of *guidance* and *discipline.* Ask each student to write a definition for each term. Have volunteers share their definitions, then discuss them. Do some definitions for discipline include punishment? Discuss the differences between discipline and punishment.
32. **RF** *Types of Discipline,* Activity C, SAG. Students are asked to describe various types of discipline and give an example of how a parent might use each type of discipline and then give his or her opinion regarding each type, explaining why it is a good form of discipline or a poor form of discipline. They are then asked to use their comments as a basis for a class discussion.

Parenting Styles

33. **RF** Review the three parenting styles with students. Divide the class into small groups. Ask each group to list the pros and cons of each parenting style. Discuss in class.
34. **RF** *Parenting Styles,* Activity D, SAG. Instruct students to unscramble the words pertaining to parenting roles and styles. Students then should arrange the circled letters to discover which parenting style is a more positive way to help children learn self-discipline.
35. **RF** Instruct each student to complete the following sentence: "I believe the most effective parenting style is because ____________________." Write a paper supporting the choice.

Characteristics of Healthy Families

36. **ER** Ask students to interview a family therapist about characteristics of healthy families. Have students prepare a list of questions in advance.

▶ Answer Key

Text

To Review, pages 50-51

1. (Student response.)
2. b, d
3. nurturance, guidance, and discipline
4. democratic
5. (Student response.)

6. Children in these families learn to interact with people of all ages: a; Children may not learn new skills from many people: b; Many family members are there to help during stressful times: a; Transition to parenthood may be too quick: c; Older family members hand down family culture and family history to younger members: a; Children see only one parent as a role model: c; Children often may have to adjust to two sets of rules: d
7. Children are taught and guided by others: c; Other people are becoming important to children: c; Children may still need guidance and help: d; Parents may feel they are no longer needed: e; This time is used to get to know each other better: a; Time for new interests and hobbies: f; New people come into children's lives: e; Perhaps the most confusing and difficult period: d; Diapers, bottles, and new routines are part of this stage: b
8. These include shared values, a mutual commitment to family life, shared responsibilities, and good communication.

Student Activity Guide

Family Types, Activity A

Two-parent family: A family consisting of a father, a mother, and their biological children.

Single-parent family: A family that is headed by one adult.

Blended family: A family that comes from the marriage of a single parent and a single person (never before married or married before but without children) or the marriage of two single parents. Extended family: A complex family type in which blood relationships hold the family together. Many generations may live together.

Family with adopted children: A family that has one child or more who was the child of other parents but legally became the child of the new parent(s).

(Student response for strengths and weaknesses. Answers should be based on information from the "Family Types" heading.)

The Family Life Cycle, Activity B

Establishment stage: A couple gets to know each other and thinks about having children.

Childbearing stage: The couple begins having children.

School years stage: The couple's children begin entering school.

Adolescent stage: The couple's children are teenagers.

Launching stage: The couple's children begin leaving home.

Postparental stage: The couple's children have left home and the couple may become grandparents.

Types of Discipline, Activity C

Power-Assertion: Occurs when parents use or threaten to use some form of physical punishment.

Love-Withdrawal: A discipline technique in which parents threaten children or suggest some form of parent/child separation.

Induction: Happens when parents discipline by reasoning and explaining.

(Examples and opinions are student response.)

Parenting Styles, Activity D

Authoritarian: A style in which the main objective is to make children completely obedient.

Permissive: Parents give children almost no guidelines or rules.

Democratic: A parenting style in which parents set some rules but allow children some freedom.

Teacher's Resource Guide/Binder

Chapter 2 Test

1. T
2. F
3. F
4. T
5. T
6. T
7. F
8. F
9. T
10. T
11. T
12. F
13. F
14. T
15. F
16. F
17. T
18. F
19. T
20. F
21. F
22. F
23. F
24. T
25. F
26. T
27. A
28. D
29. C
30. B
31. B
32. C
33. D
34. B
35. D
36. B
37. B
38. C
39. C
40. M
41. I
42. N
43. B
44. C
45. H
46. D
47. G
48. E
49. A
50. J
51. K
52. L
53. (Student response.)

54. establishment stage: when the couple get to know each other and begin thinking about having children; childbearing stage: when the couple begins having children; school years stage: when the children begin entering school; adolescent stage: when the children are teenagers; launching stage: when children begin leaving home; postparental stage: when children have left home and the couple may become grandparents
55. (Student response.)
56. Democratic parenting style because it helps children learn self-discipline in a positive, encouraging setting.
57. (Student response.)

Tasks of a Two-Parent Family

Name ______________________ Date ____________ Period ______________

Check the appropriate column to indicate which family member is best able to complete each of the tasks listed on the following charts. You may check more than one column if two or more family members are to share a task.

Complete the first chart based on a family of four. The father of this family works at home. The mother leaves the house for her job at 7:30 a.m. and returns at 5:30 p.m. The two children, ages ten and seven, leave for school at 7:30 a.m. and return home at 4:00 p.m.

Task	**Dad**	**Mom**	**Child 1 (age 10)**	**Child 2 (age 7)**
Wash dishes				
Wash clothes				
Buy groceries				
Make beds				
Sweep kitchen floor				
Vacuum floors				
Feed dog				
Walk dog				
Dust furniture				
Prepare dinner				
Prepare lunches				
Care for car				
Mow lawn				

(Continued)

Tasks of a Two-Parent Family *(Continued)*

Name ______________________________

Complete the second chart based on the same family of four. When assigning tasks, consider the father's change in schedule. He now works outside the home and is away from 8:30 a.m. to 6:00 p.m. Check the last column of this chart if you feel family members perform a certain task less often or pay others to do it because of time constraints.

Task	Dad	Mom	Child 1 (age 10)	Child 2 (age 7)	Task done less often or others paid to do task
Wash dishes					
Wash clothes					
Buy groceries					
Make beds					
Sweep kitchen floor					
Vacuum floors					
Feed dog					
Walk dog					
Dust furniture					
Prepare dinner					
Prepare lunches					
Care for car					
Mow Lawn					

Families Today

Name ____

Date _________________________ Period _____________ Score ______________

Chapter 2 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Throughout history the family has played a major role in meeting children's needs.

T F 2. Certain family types are more natural than others.

T F 3. In extended families task roles are most often blurred, with family members doing different jobs from time to time.

T F 4. Having to cope with many people may be a disadvantage of living in an extended family.

T F 5. Single-parent families are most often headed by women.

T F 6. Social isolation is a problem for single-parent families.

T F 7. Single-parent families seldom become stable, even after a couple of years.

T F 8. Compared to women, men have a harder time adjusting to their stepchildren.

T F 9. As a whole, members of most blended families have good relationships.

T F 10. The terms *blended family* and *stepfamily* refer to the same family type.

T F 11. An extended family is made up of several generations of one family living together.

T F 12. Decisions in extended families are based on the special needs of each family member rather than the needs of the entire family.

T F 13. When a change occurs in the family structure, family members require very little time to adjust.

T F 14. A quick transition to parenthood is a common problem for parents with adopted children.

T F 15. An illegal market adoption is a legitimate way to adopt children.

T F 16. The first stage in the family life cycle is the launching stage.

T F 17. Stages may overlap throughout the family life cycle.

T F 18. Every family goes through each stage in the family life cycle.

T F 19. A nurturing parent is one who sees that a child's physical, emotional, and social needs are met.

T F 20. In the induction technique of guidance and discipline, the child is spanked in order to learn self-control.

T F 21. The goal of discipline is to punish children for doing wrong.

T F 22. Most parents understand that children will learn right from wrong eventually and that disciplining children will lead to more problems than it will solve.

T F 23. Children raised by permissive parents find it easy to accept rules and guidelines.

T F 24. Many parents believe that some rules must be set, but they allow some flexibility.

T F 25. Authoritarian parents feel that children should be punished for bad behavior and always rewarded for good behavior.

T F 26. Children of divorced parents seem to adjust better when their parents have joint custody.

(Continued)

Name ____

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 27. The needs of children first met by the family were _____.
- A. physical
- B. intellectual
- C. social-emotional
- D. None of the above.

________ 28. Factors that influence an adults' behavior as a parent include _____.
- A. cultural ideas
- B. family upbringing
- C. their own personality
- D. All of the above.

________ 29. The role of parents includes _____.
- A. nurturance
- B. guidance
- C. Both of the above.
- D. Neither of the above.

________ 30. Large, complex families are called _____.
- A. blended families
- B. extended families
- C. two-parent families
- D. None of the above.

________ 31. Advantages of an extended family include _____.
- A. having many chances for privacy
- B. caring for children without the use of baby-sitters or child care programs
- C. being able to change family tasks often
- D. All of the above.

________ 32. The family that has been considered the typical family in the United States is the _____.
- A. blended family
- B. extended family
- C. single-parent family
- D. two-parent family

________ 33. Advantages of a two-parent family include _____.
- A. children seeing parental role sharing
- B. the closeness of family members
- C. the security of having two parents to care for children
- D. All of the above.

________ 34. The greatest problem faced by single-parent families is _____.
- A. dealing with loneliness of the parent
- B. having only one parent to manage all tasks
- C. meeting financial demands
- D. dealing with children's problems

________ 35. The single-parent family often _____.
- A. has less money
- B. needs help with household and child care tasks
- C. needs emotional support from other adults
- D. All of the above.

(Continued)

Name ____

________ 36. If parents tell children they are going to give them away because they are bad, this suggests which type of discipline?

A. power-assertion
B. love-withdrawal
C. induction
D. None of the above.

________ 37. When parents use or threaten some type of physical punishment, they are using what type of discipline?

A. guidance
B. power-assertion
C. love-withdrawal
D. induction

________ 38. When parents set rules and regulations but allow some freedom, they are using what parenting style?

A. authoritarian
B. permissive
C. democratic
D. nurturance

________ 39. A positive type of self-discipline is learned through what parenting style?

A. authoritarian
B. permissive
C. democratic
D. None of the above.

► Matching: Match the following terms and identifying phrases.

________ 40. What a family believes in and does.

________ 41. The situation in which both divorced parents are involved in making decisions about and caring for their children.

________ 42. This type of family includes one parent and one or more children.

________ 43. The process by which the child of one pair of parents legally becomes the child of another parent or pair of parents.

________ 44. A state-funded or private agency licensed by the state to handle adoptions.

________ 45. The biological family, the prospective adoptive family, and usually one other person arrange this adoption.

________ 46. An adoption in which payments are made beyond the actual cost of the adoption process.

________ 47. Families who care for but do not adopt children who cannot live with their natural parents.

________ 48. Grandparents or other older relatives living with younger family members.

A. discipline
B. adoption
C. adoption agency
D. illegal market adoption
E. extended
F. blended
G. foster families
H. independent adoption
I. joint custody
J. two-parent family
K. postparental
L. guidance
M. family culture
N. one-parent family

(Continued)

Name ____

_______ 49. Part of guidance concerned with the techniques used to help children learn self-control.

_______ 50. This has been considered the "typical" family.

_______ 51. The stage when parents have more time to themselves.

_______ 52. Words and actions that parents use to influence children's behavior.

► Essay Questions: Provide complete responses to the following questions or statements.

53. Describe what changes you believe are affecting families today.

54. List and briefly describe the six stages in the family life cycle.

55. Give one example of a change that may occur within each of the stages.

56. Name the most positive style of parenting and state why it is a good method.

57. Name three characteristics of healthy families.

Preparing for Parenting

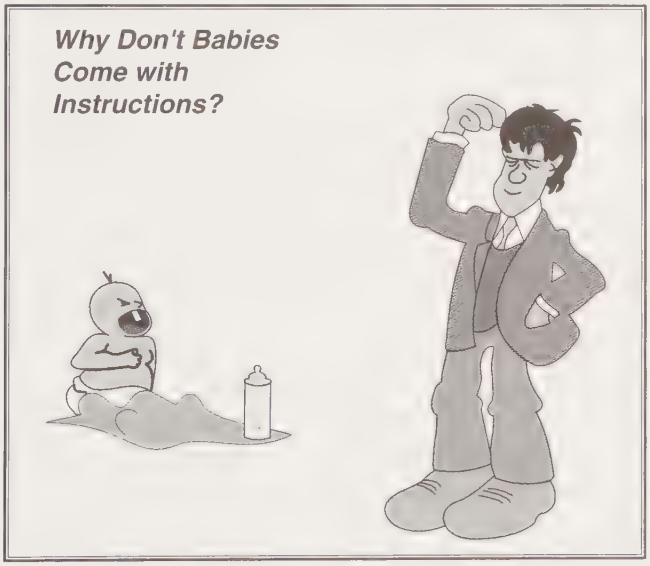
3

Objectives

After studying this chapter, students will be able to

- explain why parenting is more difficult than other jobs.
- analyze some of the motivations for and against parenthood.
- identify factors to consider before becoming a parent.
- describe effects of family planning.
- list birth control options.
- explain physical and psychological problems of infertility.
- describe fertility methods.

Bulletin Boards


Why Don't Babies Come with Instructions?

I. Title: "Why Don't Babies Come with Instructions?"

Have students select one (or several) cartoon(s) that shows a funny situation caused by lack of knowledge on how to care for children. If a single cartoon is chosen, have students enlarge it to fill the board. Otherwise, students may arrange several cartoons on the board.

II. Title: "Am I Cut Out to Be a Parent?"

Use stick figures to border the top and bottom of the bulletin board. Make a silhouette of a pair of scissors near the caption. Have students find pictures of parents interacting with children, such as feeding, changing, playing, etc.

Teaching Materials

Text, pages 54-72

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *Comparing Parenting to Other Careers*
B. *Child Development Resources*
C. *Is This a Good Reason for Choosing Parenthood?*
D. *Couple Relationships Affect Parenthood*
E. *The Cost of Parenthood*

Teacher's Resource Guide/Binder

Reasons for and Against Parenthood, reproducible master 3-1

Children Learn What They Live, reproducible master 3-2

Parenting: A Time-Consuming Job, reproducible master 3-3

Calculating Foregone Income, reproducible master 3-4

Chapter 3 Test

Teacher's Resource Binder

Are You Ready for Parenthood? color transparency 3-1

Costs of Raising a Child Increase as the Child Gets Older, color transparency 3-2

Introductory Activities

Case Study

Bettina and Boris have been married for four months. Bettina is working as a receptionist at a medical center. Boris is working as a car sales associate in the same city. They need only one car because they live in a one-bedroom apartment close to the clinic. Bettina wants a baby, but Boris says he is not sure he ever wants to be a father. Boris feels their friends with children have too many difficulties. He also finds their friends' reasons for having children to be "unsound." Bettina and Boris argue frequently about this. How can Bettina and Boris solve this problem? What might have happened if Bettina and Boris had discussed this issue before marriage?

Motivational Exercises

1. *Reasons for and Against Parenthood,* reproducible master 3-1. Before reading the text have students list reasons couples might give for choosing or not choosing parenthood. After students have read the chapter they should add reasons that were not on their list.
2. Students should contrast the amount of training people receive to prepare for skilled jobs with the amount of training most receive to prepare for parenting. Note the importance of each job. Discuss which job may last longer as well as which may influence government, politics, social mores, societal values, community responsibility, and the country's economy.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Why Is It Hard to Be a Good Parent?

3. **RT** Discuss with students the qualities of good relationships. Why might a couple's individual differences sometimes make a good relationship difficult?
4. **RT** Ask students to explain why parenting is a one-sided relationship for many years.
5. **ER** *Comparing Parenting to Other Careers,* Activity A, SAG. Students should compare parenting to other careers.
6. **RT** Invite students to discuss whether or not parenting is more difficult now than in the past.
7. **ER** Ask students to write a paragraph entitled "What Makes a Good Parent."
8. **ER** *Children Learn What They Live,* reproducible master 3-2, a poem by Dorothy Law Nolte. Use this poem to help students understand the importance of good parenting and the impact parenting skills have on the life of a child.

Learning Parenting Skills

9. **RF** Ask students to list ways parents can learn child care skills.
10. **ER** *Child Development Resources,* Activity B, SAG. Students should identify professionals in child care or parenting, parenting classes, and other resources available in their community that can help parents and parents-to-be learn more about parenting.

Deciding About Parenthood

11. **RF** Discuss with students the reasons for each of the following statements: (1) Feelings about parenting should be discussed before marriage. (2) For the sake of a couple's relationship, the decision to parent should be a mutual one. (3) For the sake of the child, the decision to parent should be a mutual one.
12. **RF** Ask students to explain why a person who wants parenthood on his or her own terms is apt to be disappointed. Students should explain how fair it is for a child to be born or adopted into a family where he or she doesn't measure up to a parent's expectations.
13. **EX** *Are You Ready for Parenthood?* color transparency 3-1. Use this transparency to lead a discussion contrasting qualities of individuals who are ready for parenthood to those couples who are not ready for parenthood.

Reasons for and Against Parenthood

14. **ER** Have students interview two or more parents about the joys and responsibilities of parenting. The interview may focus on the following themes: (1) How do the parents feel the responsibility of parenting compares with other responsibilities in their life? (2) What, in general, do they feel parents should teach children? (3) What have they learned from their children? (4) What have they most enjoyed about the parent-child relationship?
15. **RF** *Is This a Good Reason for Choosing Parenthood?* Activity C, SAG. Instruct students to work in groups to plan and present a skit depicting poor reasons for becoming parents.
16. **RF** Have students prepare and present skits similar to the ones suggested in strategy 15. Plots should be based on reasons for parenthood.

Factors to Consider

17. **ER** Have students prepare an oral report on one of the following: (1) The Costs of Childrearing; (2) Problems of Single Parenting; (3) The Problems of Raising a Child with Disabilities; (4) The Problems and Costs of Finding Quality Child Care. After students have given their reports, class members should answer the question "Do you think people who are concerned about these problems have valid reasons for not wanting children?"

18. **RF** Students should list as many ways as they can on how having children changes a person's life.

How Children Affect Relationships

19. **RF** *Couple Relationships Affect Parenthood,* Activity D, SAG. Ask students to list words or phrases that describe strong and weak couple relationships.
20. **RT** Discuss with students how a couple's feelings for others have a direct bearing on how effective they will be as parents.
21. **ER** Instruct students to research the Foster Grandparent Program funded by the federal government. Students should write a paper on how this program helps both children and the elderly.

Sharing Responsibilities

22. **RF** Students should list all the responsibilities adults must take during the first two months of parenthood.
23. **ER** *Parenting: A Time-Consuming Job,* reproducible master 3-3. Students should ask three different parents with children of three different ages to complete the items needed for the provided chart. Help students analyze the results and present their findings in class.
24. **EX** Instruct students to write a report on how couples share home and child care responsibilities and how some couples have reversed traditional roles.
25. **EX** Invite students to role-play scenes depicting a couple's conflicts in sharing home care responsibilities.
26. **RT** Ask students to brainstorm ways couples can share home care responsibilities before and after they become parents.
27. **RT** Discuss with students the importance of knowing how a potential spouse feels about sharing home care responsibilities.

Managing Finances

28. **RT** *Costs of Raising a Child Increase as the Child Gets Older,* color transparency 3-2. Use this transparency to illustrate the types of expenses of raising a child that occur throughout the years.
29. **RF** Divide the class into groups. Have members of each group sample the costs of items in categories of child-related expenses, such as food, clothing, furniture, toys, and services for children. Students should make posters showing the expenses.
30. **RT** Discuss "How Much Does It Cost to Raise a Child?" figure 3-9 in the text. Ask students if they are surprised at the total cost. What years are most costly for parents?
31. **RF** Have students list some ways families may adjust their budgets to meet the costs of children.
32. **EX** *Calculating Foregone Income,* reproducible master 3-4. Use the form to review the steps in calculating foregone income with students. You may want to instruct students to research specific amounts of costs for step 1.
33. **ER** *The Cost of Parenthood,* Activity E, SAG. Invite a couple who has a child or children to speak to your class about the costs involved. Have students record information in the form provided.

Managing Careers

34. **RT** Instruct students to list the advantages and disadvantages of both parents working outside the home.
35. **RT** Discuss with students what they would say to a new mother about working outside the home and its effects on her child's development.
36. **ER** Invite students to plan and present two skits. One skit should show a parent giving complete focus to a child's needs. The other skit should show a parent giving only partial focus to a child's needs. After the skits discuss with students how adults feel when others give them only partial attention during a conversation. How might partial attention actually be dangerous?
37. **RF** Ask students to list the advantages and disadvantages of maternity and paternity leave.

Family Planning

38. **RT** Students should list concerns of family planning.
39. **RF** Instruct students to analyze the difference spacing makes in the relationship of siblings. Discuss with students the difference between the relationships of students who are close in age to siblings versus students who have wider age differences.
40. **RF** Have students list pros and cons of being an only child.
41. **RF** Discuss with students the advantages and disadvantages of having fewer children versus many children.

Infertility

42. **ER** Instruct students to locate articles about fertility (especially new methods used to help couples have biological babies) in magazines. Students should give short reports in class.
43. **RT** Discuss with students how fertility can affect a marriage.

▶ Answer Key

Text

To Review, page 71

1. false
2. (List three:) We want to share our love with a child. Wouldn't it be nice to have a cute little

baby? Our parents want grandchildren. Our older child needs a brother or sister. A child can make us proud. Others will see me as a stable, reliable person. A child will comfort us in our old age.

3. d
4. having enough time and energy for both, finding good child care services
5. financial; career
6. (Student response.)
7. Maternity leave is the time off from work before and after the baby is born.
8. Family planning affects how many children and when a couple will have children.
9. false
10. (Student response.)

Teacher's Resource Guide/Binder

Reasons for and Against Parenthood, reproducible master 3-1

(Student responses will vary.)

Textbook reasons for parenthood:

1. to share love with a child
2. to have a "cute little" baby
3. to satisfy parents' desires to be grandparents
4. to satisfy a child's desire for a sibling
5. to seem stable and reliable to others
6. to have someone for comfort in old age
7. to renew love in a couple's relationship

Textbook reasons against parenthood:

1. a couple's lack of maturity
2. high cost
3. loss of free time
4. interference with careers
5. likelihood of having a disabled child
6. fear of becoming a single parent

Chapter 3 Test

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. T
10. T
11. D
12. A
13. B
14. D
15. B
16. D
17. B
18. D
19. C
20. D
21. D
22. D
23. C
24. H
25. B
26. A
27. E
28. F
29. G
30. Parenting involves relationships among people, but the relationship is more one-sided than other relationships. For many years parents are the "givers" and children are the "takers." Training for parenting is much less specific than training for other careers. Unlike many other careers, the new parent is given total responsibility almost immediately. In other careers the novice assumes various tasks gradually.
31. Couples must examine the strengths and weaknesses of their relationships with each other, relatives, and friends. Couples must also examine how they will meet certain responsibilities if they become parents. Some responsibilities include sharing household and child care tasks, managing financial resources, planning who will care for the child, finding child care services, and planning for the future.

Reasons for and Against Parenthood

Name ______________________________ Date ______________ Period ________________

Couples have plans they wish to fulfill during their marriage. These plans are personal decisions. Each couple should include in their plans a decision about whether or not to become parents, because this decision affects so many aspects of their marriage. Before reading your text list all the reasons that couples might give for wanting or not wanting to become parents. You do not need to agree with a reason to list it.

For Parenthood	Against Parenthood

After reading your text, list other reasons for and against parenthood that you did not include in your first list.

For Parenthood	Against Parenthood

Children Learn What They Live

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with ridicule, he learns to be shy.

If a child lives with shame, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns confidence.

If a child lives with praise, he learns to appreciate.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith.

If a child lives with approval, he learns to like himself.

If a child lives with acceptance and friendship, he learns to find love in the world.

Dorothy Law Nolte

Parenting: A Time-Consuming Job

Name ______________________________ Date ______________ Period _________________

Parents are busy people. Effective parenting takes much time. Ask three different parents with children of different ages—one with a baby, one with a preschool child, and one with a school-aged child—to complete the items needed for the following chart. In the space below record the time they spent parenting for one week. (Make copies of the charts for each parent.)

For Infants

Scheduled Items	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Day 6**	**Day 7**	**Total**
food preparation								
laundry/mending								
hygienic care of child, such as bathing								
housekeeping chores related to child								
shopping for child's needs								
chauffeuring child								
conversations with persons in child care services, such as physicians or child care workers								
interacting with child (beyond the above items)								
other								
							Total	

(Continued)

Parenting: A Time-Consuming Job *(Continued)*

Name ______________________________

For Preschoolers								
Scheduled Items	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Day 6**	**Day 7**	**Total**
food preparation								
laundry/mending								
hygienic care of child, such as bathing								
housekeeping chores related to child								
shopping for child's needs								
chauffeuring child								
conversations with persons in child care services, such as physicians or child care workers								
interacting with child (beyond the above items)								
other								
							Total	

(Continued)

Parenting: A Time-Consuming Job *(Continued)*

Name ______________________________

For School-Agers								
Scheduled Items	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Day 6**	**Day 7**	**Total**
food preparation								
laundry/mending								
hygienic care of child, such as bathing								
housekeeping chores related to child								
shopping for child's needs								
chauffeuring child								
conversations with persons in child care services, such as physicians or child care workers								
interacting with child (beyond the above items)								
other								
							Total	

(Continued)

Parenting: A Time-Consuming Job *(Continued)*

Name ____

Did the parents used in your study express surprise at the total amount of time they spent in parenting?

____

____

____

____

Although these times represented only three homes, in general how does the time spent for scheduled items change with the age of child?

____

____

____

____

____

____

Calculating Foregone Income

Name ____________________ Date __________ Period __________

Step 1

Add costs of earning an income. $ ____________

taxes on earned income $ ____________

FICA $ ____________

transportation to and from work $ ____________

food away from home $ ____________

costs to update skills (required seminars, courses, and conferences paid for by employee) $ ____________

clothing appropriate for job—including uniforms or safety equipment $ ____________

professional or union dues $ ____________

child care costs while working or updating skills $ ____________

incidental costs (gifts, office parties, or other) $ ____________

Total $ ____________

Step 2

Subtract costs of earning an income from gross income.

gross income $ ____________

costs of earning income $ ____________

foregone income $ ____________

Foregone income is an estimate because exact costs are impossible to calculate and fringe benefits may increase gross income.

Preparing for Parenting

Name ______________________________

Date ______________ Period __________ Score ____________

Chapter 3 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. It is not easy to be a good parent.

T F 2. Once a parent, always a parent.

T F 3. The most important reason for having a child is the pride a child brings a parent.

T F 4. Having children interferes with careers because parents do not think they can be effective parents and do worthwhile work outside the home at the same time.

T F 5. Parenthood happens quickly, giving new parents full responsibility.

T F 6. How a couple feels about other adults will have little effect on how they will feel about children.

T F 7. All couples should equally divide all child care tasks because parenting is a 50-50 responsibility.

T F 8. As a general rule, as a child grows so will the expenses.

T F 9. In vitro fertilization is sometimes used to help couples have biological children.

T F 10. Many couples find that not being able to have children is psychologically painful.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

_________ 11. Effective parenting is the result of _____.

A. understanding that parenting is a difficult task
B. wanting to be a good parent
C. having information on and training in childrearing
D. All of the above.

_________ 12. What reason is the most important for having a child?

A. A person wants to welcome a child into his or her life and to share his or her love and time.
B. A person feels an only child needs a brother or sister.
C. A person feels a child helps a couple love each other more.
D. A person feels having a child will make him or her appear to be a more stable member of the community.

_________ 13. A decision not to parent _____.

A. is made by selfish people
B. need not always be a permanent choice
C. should be made only if a couple cannot physically have children
D. needs to be made before a person chooses a career

_________ 14. A couple who want to be good parents often have the following characteristics:

A. They are sensitive to the needs of others.
B. They are flexible enough to accept changes.
C. They recognize and respect the rights of others.
D. All of the above.

(Continued)

Name ____

________ 15. Which of the following is the least important reason for taking maternity and paternity leave?
A. This leave allows time to share child care tasks.
B. Maternity and paternity leave helps parents go back to work more quickly.
C. This leave allows time to adjust to a new schedule.
D. This time helps a parent develop a positive relationship with the child.

________ 16. Relatives and friends are important to children because they _____.
A. provide children with their first link to the outside world
B. serve as a living bond to the past
C. give children a deep sense they are cared for and loved
D. All of the above.

________ 17. New parents are more skilled at parenting if they _____.
A. have a college degree
B. take classes in child care skills
C. follow one child care book for every child care situation
D. have parents or other close relatives living nearby

________ 18. Some indirect costs of having children include the _____.
A. value of time and services performed by other family members free of charge
B. value of earnings foregone when a parent stays home rather than works outside the home
C. impact on the parent's career opportunities due to time out of the labor force
D. All of the above.

________ 19. Children tend to do better when _____.
A. mothers stay at home
B. mothers work outside the home
C. mothers have a positive attitude toward their work in or out of the home
D. fathers stay at home and mothers work outside the home

________ 20. Family planning _____.
A. should exactly follow an expert's advice
B. is needed only after the first child is born
C. should be the mother's decision because child care tasks are done more by mothers than by fathers
D. None of the above.

________ 21. Paternity leave seems to be positive because fathers who have taken paternity leave report they _____.
A. have good relationships with their children
B. better understand a day in the life of a stay-at-home spouse
C. realize they work for a better total life for their families rather than just for economic support
D. All of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

_________ 22. methods used to control conception

_________ 23. deciding on the number and spacing of children

_________ 24. books and magazines about children

_________ 25. expenses that do not come directly out of the pocket when rearing children

_________ 26. earnings couples give up when one parent stays home to raise a child

_________ 27. the inability to conceive

_________ 28. when the mother takes time off before and after a baby is born

_________ 29. when the father takes time off at the time a baby is born

A. foregone income
B. indirect costs
C. family planning
D. birth control
E. sterile
F. maternity leave
G. paternity leave
H. child development resources
I. fertility

► Essay Questions: Provide complete responses to the following questions or statements.

30. Describe the differences between parenting and other undertakings.

31. What types of decisions must those who are considering parenting make?

Part 2

Prenatal Development and the Newborn

Pregnancy

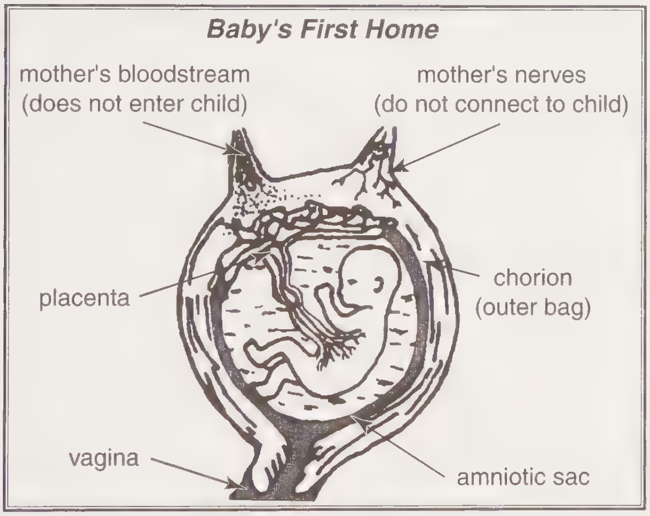
4

Objectives

After studying this chapter, students will be able to

- describe how a person inherits traits through genes.
- list the three different types of multiple pregnancies.
- describe the three main stages of prenatal development.

▶ Bulletin Boards


Baby's First Home
mother's bloodstream (does not enter child)
mother's nerves (do not connect to child)
placenta
chorion (outer bag)
vagina
amniotic sac

I. Title: "Baby's First Home"

Have students draw or enlarge a drawing similar to illustration 4-12 in the text. Write labels on cards, and punch a hole near the bottom of each card. Attach a small ribbon or piece of yarn long enough to reach the drawing, and pin labels around the drawing. As you progress through the chapter, have students attach the free end of the ribbon or yarn to the proper place on the drawing.

II. Title: "Nine Months to Get Ready"

Using a large calendar, separate pages for each month. Cut off pictures if any. Choose a date, circle it, and mark it "Conception." Count 270 days and mark that day "Due Date" or "Projected Birth Date." Arrange calendar pages into the days covered in germinal, embryonic, and fetal stages. Superimpose a chart for each stage that shows the major changes in the growing baby. (Use 4-13 in the text as a guide.)

▶ Teaching Materials

Text, pages 76-89
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Biology of Heredity Review*
B. *Inheriting Unique Traits*
C. *Multiple Births*
D. *Development in the Unborn*

Teacher's Resource Guide/Binder
Pregnancy Vocabulary, reproducible master 4-1
Multiple Pregnancy, transparency master 4-2
Chapter 4 Test

Teacher's Resource Binder
Stages of Prenatal Development, color transparency 4-1

▶ Introductory Activities

Case Study

Your friends are convinced you and your spouse will have twins because both of your ancestors have had so many sets of boy-boy and boy-girl twins. Respond to this statement and summarize your response in writing. After reading the chapter, review your summary and revise it, if necessary.

Motivational Exercises

1. *Pregnancy Vocabulary,* reproducible master 4-1. Give students a pretest of terms by instructing

them to work the crossword puzzle. Allow students to try the puzzle again after they have studied the chapter. You may use the puzzle to review vocabulary comprehension.

2. Ask students to list any "old wives' tales" they may have heard about the pregnancy period. Examples might be the following: (1) Birthmarks are caused by being frightened during pregnancy. (2) Mothers-to-be must eat for two. (3) The relationship between the child's abilities and the day of the week on which he or she was born. (For example, "Monday's child is fair of face, Tuesday's child is full of grace," etc.) Discuss why these myths are inaccurate.

Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

How Heredity Works

3. **RT** Ask students to describe how knowing the genetic backgrounds of both a mother and father would indicate some of the traits of their child(ren).
4. **RF** *Biology of Heredity Review,* Activity A, SAG. Have students fill in the blanks in the provided story to review the terms and concepts of heredity.
5. **RT** Invite students to explain the part chromosomes, genes, and DNA play in the heredity process.
6. **ER** Instruct students to research heredity using another book as a source. Students should find out what happens when the two factors for each trait (one from the mother and one from the father) carry different instructions. Traits could include: blue eyes and brown eyes, light-colored hair and dark-colored hair, curly and straight hair, and tall and short height. Students should report their findings in class.
7. **RT** Ask students to explain how a child may have one or more traits that no one else in the family possesses.
8. **ER** *Inheriting Unique Traits,* Activity B, SAG. Invite a biology teacher to your class to discuss genetic mutations. Have students use the information from the speaker to answer the questions provided.
9. **ER** Students should research the life and work of Gregor Mendel or another noted genetic scientist. Instruct them to write a one-page descriptive paper, then report their information to the class.
10. **ER** Have students research facts concerning amniocentesis. They should research the purpose of this medical procedure, then report findings to the class.

Multiple Pregnancy

11. **ER** Have students research and write about the origin of the term *Siamese twins (conjoined twins).*
12. **RT** Discuss with students methods of determining whether twins are fraternal or identical.
13. **RF** *Multiple Births,* Activity C, SAG. Students should write answers to questions about multiple births.
14. **RF** *Multiple Pregnancy,* transparency master 4-2. Use this transparency to diagram for students, or to have students diagram, various types of multiple pregnancies.
15. **ER** Invite students to interview a pair of twins about the joys and problems of being a twin. Students should then write a news or magazine-style article based on the interview.
16. **ER** Invite parents of twins to speak to the class about the uniqueness of having twins in the family. Ask them to tell the class how they managed their time when the twins were babies, as well as how they have helped their children develop individual personalities.

Conception

17. **RT** Discuss with students the events that occur at conception.

Stages in Prenatal Development

18. **RT** Ask students to look at the point of a pencil or pen. Explain that a zygote is about the same size. Then have students discuss adjectives that could describe the happenings during the nine months of pregnancy.
19. **RT** *Stages of Prenatal Development,* color transparency 4-1. Use this transparency as an introduction to the three stages of prenatal development. Note the approximate length of time and major developments of each stage.
20. **RF** *Development in the Unborn,* Activity D, SAG. Students should match the phrases that describe happenings in prenatal development with the appropriate stage.

Answer Key

Text

To Review, page 88

1. 23
2. false
3. b
4. twins, triplets, and quadruplets
5. fraternal
6. false
7. b

8. false
9. bones
10. c

Student Activity Guide

Biology of Heredity Review, Activity A

1. ovum
2. sperm
3. conception
4. cell
5. nucleus
6. DNA
7. 46
8. genes
9. blue
10. germ
11. 46
12. divided
13. parents
14. baby
15. traits

Development in the Unborn, Activity D

1. fetal stage
2. germinal stage
3. embryonic stage
4. fetal stage
5. fetal stage
6. germinal stage
7. fetal stage
8. embryonic stage
9. embryonic stage
10. germinal stage
11. fetal stage
12. fetal stage
13. fetal stage
14. embryonic stage
15. germinal stage
16. embryonic stage
17. fetal stage
18. fetal stage
19. fetal stage
20. fetal stage

Teacher's Resource Guide/Binder

Pregnancy Vocabulary, reproducible master 4-1

1 o v u m

2 M o n o z y g o t i c

3 D i z y g o t i c

4 G e n e s

5 l i g h t e n i n g

6 s a c

7 a m n i o n

8 C o n c e p t i o n

9 p l a c e n t a

10 e m b r y o n i c

Multiple Pregnancy, transparency master 4-2

(For correct diagrams see student text.)

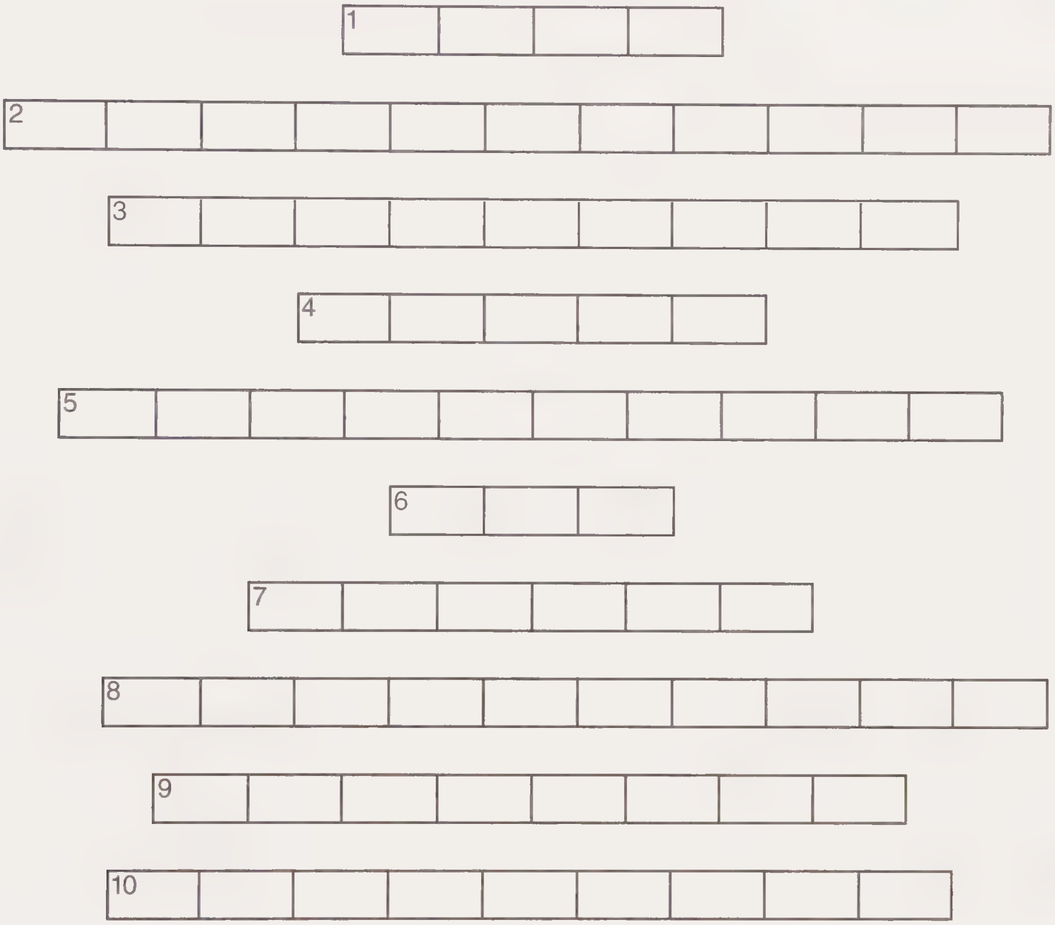
Chapter 4 Test

1. T
2. F
3. F
4. T
5. F
6. F
7. T
8. F
9. T
10. T
11. D
12. A
13. B
14. C
15. D
16. B
17. B
18. C
19. D
20. C
21. F
22. E
23. H
24. G
25. A
26. B
27. (Student response.)
28. The first stage of prenatal development is the germinal stage. In this stage the egg is fertilized by the sperm and moves to the uterus. The fertilized egg, or zygote, begins to grow through cell division. Toward the end of the stage, the zygote begins to embed in the wall of the uterus. The second stage is the embryonic stage. At this point the embryo can receive nourishment from the mother through the umbilical cord. Almost all the body systems develop during this stage. The stage lasts about six weeks. The third stage is the fetal stage. During the fetal stage, all parts of the body mature and overall size increases quickly. The fetus begins to move and develop to the point where it can survive outside the mother.

Pregnancy Vocabulary

Name ______________________ Date __________ Period ____________

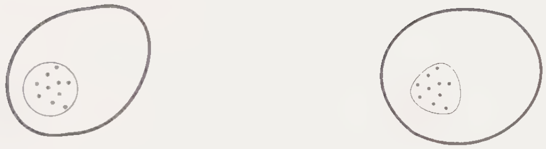
Below are definitions commonly used in pregnancy. Read the definitions and write the term in the appropriate place.



1. The unfertilized egg is an _____.
2. _____ is the scientific name for identical multiple births, which means coming from one fertilized egg.
3. _____ is the scientific name for nonidentical multiple births, which means coming from two fertilized eggs.
4. _____ are bead-like structures that are strung together to form chromosomes; they determine the various traits of a person.
5. A change in the position of the unborn in the last few weeks of pregnancy when the baby descends lower in the pelvis is known as _____.
6. The scientific term for the “bag of waters” is the amniotic _____.
7. The _____ is a fluid-filled “bag” that surrounds the baby in the uterus.
8. _____ is the union of an ovum and a sperm or the beginning of a pregnancy.
9. The _____ is an organ filled with blood vessels that nourishes the baby in the uterus.
10. The second stage of pregnancy is the _____ stage.

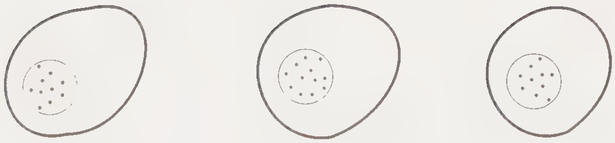
Multiple Pregnancy

Fraternal Twins

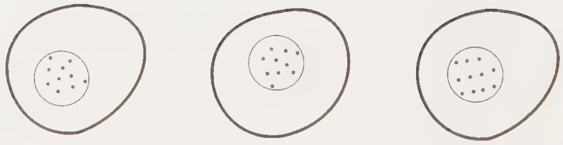


Identical Twins

Identical Triplets



Mixed Triplets



Pregnancy

Name ____

Date ____________________________ Period ______________ Score ________________

Chapter 4 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Normal humans have 23 pairs of chromosomes in their body cells.

T F 2. A child who looks more like his or her father probably inherited a little more from the father's side of the family than from the mother's.

T F 3. Inheritance is passed through body cells.

T F 4. Genes are sections of the DNA molecule that determine a person's traits.

T F 5. Identical twins have the same fingerprints.

T F 6. The genes of fraternal twins are more alike than those of other nontwin brothers and sisters but less alike than those of identical twins.

T F 7. The uterus is the organ in which a baby is developed and protected.

T F 8. Conception usually occurs as the egg enters the uterus.

T F 9. The unborn baby grows very rapidly in the fourth month.

T F 10. The mother's feeling of the unborn's movements is called *quickening*.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 11. Genes are best described as _____.
- A. rod-shaped chemical compounds that are needed to direct development
- B. the center of the cell that contains the hereditary blueprint
- C. cells that make up bones, muscles, nerves, and organs
- D. sections of the DNA molecule that are wound around protein units to form the rod-shaped chromosomes

________ 12. The sex of the child is determined by _____.
- A. the father
- B. the mother
- C. one gene
- D. conditions in the uterus

________ 13. If a husband and wife both have brown eyes, they know their children _____.
- A. will all have brown eyes
- B. might have blue eyes
- C. cannot have blue eyes
- D. cannot have brown eyes

________ 14. In order for twins to be identical, they must _____.
- A. look alike in every way
- B. share the same placenta before birth
- C. show likeness through blood tests and skin grafts
- D. have mirror images

(Continued)

Name ________________________________

________ 15. Multiple births are more likely to occur to women who _____.
- A. have a history of twins in their mother's family
- B. are between 32 and 37 years of age
- C. are taking artificial hormones for purposes of conceiving
- D. All of the above.

________ 16. Drugs and diseases of the mother are most dangerous to the unborn in the _____.
- A. germinal stage
- B. embryonic stage
- C. fetal stage
- D. all stages equally

________ 17. The age of viability means babies born _____.
- A. before this age cannot survive
- B. before this age may survive but are at high risk
- C. after this age always survive
- D. All of the above.

________ 18. In the ninth month of pregnancy, the _____.
- A. heartbeat of the fetus is first heard through a stethoscope
- B. mother begins to look pregnant
- C. fetus receives immunities from the mother
- D. mother begins to feel the movements of the fetus

► Matching: Match the following terms and identifying phrases.

________ 19. multiple births caused by the splitting of one fertilized egg

________ 20. two babies resulting from two fertilized eggs

________ 21. male germ cells

________ 22. time between conception and the birth of the baby

________ 23. fertilized egg

________ 24. blood vessels that nourish the baby, remove its waste, and provide it with needed hormones

________ 25. fluid-filled sac that protects the baby until birth

________ 26. outer membrane that surrounds the baby

A. amnion
B. chorion
C. fraternal twins
D. identical twins
E. prenatal
F. sperm
G. umbilical cord
H. zygote

► Essay Questions: Provide complete responses to the following questions or statements.

27. Explain why most children are not exactly like their parents or their brothers and sisters.

28. List and describe the three stages of prenatal development.

Prenatal Care and Childbirth

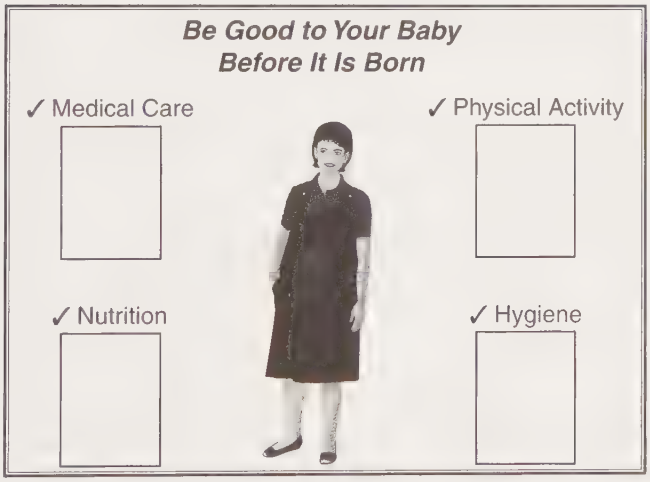
5

Objectives

After studying this chapter, students will be able to

- describe the early signs of pregnancy.
- explain the relationship between the health of the mother and the health of the baby.
- describe how diseases, drugs, radiation, environmental pollutants, and birth defects can harm the fetus.
- list ways family members can be involved during pregnancy.
- describe the birth process.
- describe physical and emotional changes in the mother during the postnatal period.

Bulletin Boards



I. Title: "Be Good to Your Baby Before It Is Born"

Place a silhouette of a pregnant woman in the center of the board. Place the headings "Medical Care," "Physical Activity," "Nutrition," and "Hygiene" on the board with space for a checklist under each. Have students develop checklists for expectant mothers to fit each category. Post the lists under the appropriate labels.

II. Title: "What Is the Difference Between a General Diet and a Pregnancy Diet?"

Display two food charts, one showing a general day's diet plan and the other specifying daily nutritional requirements for pregnant women.

Teaching Materials

Text, pages 90-119
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Mothers-to-Be Affect the Health of Their Unborns*
B. *Menu for a Mother-to-Be*
C. *Drugs and Diseases in Mothers-to-Be*
D. *The Role of the Father-to-Be in Pregnancy*
E. *Choices for Delivery*
F. *Stages of Labor*

Teacher's Resource Guide/Binder
Pregnancy and Health, reproducible master 5-1
Chapter 5 Test

Teacher's Resource Binder
Prenatal Eating Habits, color transparency 5-1

Introductory Activities

Case Study

Derrick and Lewauna discover there is a 30-minute wait for a table at their favorite restaurant. To pass the time they decide to sit in the bar and order some soft drinks. Derrick and Lewauna notice a well-dressed couple sitting at a table in the corner. When the female leaves to go to the restroom, they see she is obviously pregnant. Derrick and Lewauna watch the woman consume three glasses of wine in half an hour. Discuss what you might do if you were Derrick or Lewauna.

Motivational Exercises

1. **RT** Have students discuss the March of Dimes slogan "Be good to your baby before it is born." Students should debate the importance of following this slogan.
2. **RT** *Pregnancy and Health,* reproducible master 5-1. Have students write brief interpretations of the statements given. Use these written interpretations as a basis for a class discussion. You may have students rewrite their interpretations after they have studied the chapter so that they can compare their "before and after" knowledge.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Signs of Pregnancy

3. **RT** Have students discuss how a woman and her doctor interpret signs of pregnancy.
4. **RT** Discuss with students why it is better to think of pregnancy as a "normal process" rather than an "illness." Why is it inaccurate to think that signs of pregnancy, such as morning sickness, are "all in a woman's head?"

Medical Care

5. **ER** Instructs students to develop a brochure that identifies sources (physicians, health centers, etc.) of prenatal care. The brochure should also include tips to evaluate care sources.
6. **ER** Invite students to interview one or more physicians about what a prenatal care plan includes, such as the number of visits and childbirth classes. Students should report findings in class.
7. **RF** Instruct students to make a list of questions parents-to-be should ask during the first prenatal checkup and conference.

Factors that Affect the Baby's Health

8. **RT** Ask students to explain the importance of learning about a pregnancy early for the sake of the unborn child's health.
9. **RT** Have students list parental health practices that could help a future unborn child be healthy. Students should discuss whether they think these health measures should be taken by women, men, or both. Students should justify their responses.
10. **ER** Instruct students to research how the Rh factor was first discovered and tested in the Rhesus monkey. (Students should note how the factor received its name.) Students then should write a short paper on their findings.
11. **ER** Students should interview an obstetrician about what amniocentesis can reveal about babies. Students should write a newspaper or magazine-style article about their findings.

Health Habits During Pregnancy

12. **RT** *Mothers-to-Be Affect the Health of Their Unborns,* Activity A, SAG. Ask students to identify positive and negative maternal characteristics and health habits associated with the health of the unborn.
13. **RF** *Prenatal Eating Habits,* color transparency 5-1. Use this transparency to help students explore eating habits and understand the importance of good nutrition during pregnancy.
14. **RF** *Menu for a Mother-to-Be,* Activity B, SAG. Students should plan a week's menu for a mother-to-be.
15. **RF** Show the March of Dimes video "Inside My Mom." Discuss the implications of good maternal care.
16. **RF** Instruct students to write a letter from the standpoint of a fetus writing to his or her mother about the importance of good health habits.
17. **ER** Guest speaker: Invite a dietitian or nutritionist to speak about nutrition and nutritional supplements during pregnancy.
18. **RT** Have students list good grooming habits important for the mother-to-be.
19. **RT** Discuss with students the appropriateness of various physical activities and exercises during pregnancy.

Health Hazards to Avoid

20. **RT** Ask students to describe effects of harmful substances on the fetus.
21. **ER** *Drugs and Diseases in Mothers-to-Be,* Activity C, SAG. Students should conduct a more in-depth study of a drug or disease that may cause a birth defect. Have students give a class report on one birth defect.
22. **ER** Instruct students to find information (possibly including pictures) about babies born to drug-addicted mothers. How were children affected? Were there any long-range physical or mental problems? Students should report in class.
23. **RT** Discuss with students the major consequences to babies born with a low birth weight.
24. **RF** Find pictures (books, magazines, slides, videos, etc.) of babies born with fetal alcohol syndrome. Students should describe the characteristics and seriousness of this condition.
25. **ER** Divide the class into these five groups on maternal health habits: nutrition; hygiene practices;

rest and sleep; physical activities; and protection from drugs, diseases, and other substances. (Groups for nutrition and protection from drugs, diseases, and other agents should have more members because more information is available on these subjects.) Instruct each group to plan a class presentation on their subject. Students should create visual aids to use during their presentation.

26. **EX** Have students analyze actions families could take to reduce the risk of environmental pollutants that could damage a child's early life.

Birth Defects

27. **ER** Ask a representative from the March of Dimes to discuss birth defects with students. Have them prepare a list of questions in advance.
28. **EX** Encourage students to volunteer to help organizations that help to eliminate birth defects.
29. **ER** Have students choose a birth defect and research current developments in eliminating or dealing with that birth defect. Students should prepare a report and share their findings with the class.

Spontaneous Abortion

30. **RT** Ask students to list some possible causes of miscarriage.
31. **EX** Students should analyze the emotional impact of a miscarriage.

Monitoring the Baby's Development

32. **ER** Ask students whether they know someone who has had an amniocentesis. Inquire whether the parents-to-be have pictures of the fetus they might share with the class. During what week of gestation was the test done?
33. **ER** Invite new parents to discuss their experience with ultrasound and possibly amniocentesis. Did they find out the sex of the child before he or she was born? Ask students how they feel about finding out the sex of a child before birth.

The Role of the Family

34. **RT** *The Role of the Father-to-Be in Pregnancy,* Activity D, SAG. Have students find or draw cartoons showing the "traditional" (and rather absurd) role of fathers during pregnancy and childbirth.
35. **RT** Discuss with students the statement "Mutual support between a husband and a wife is needed during a pregnancy." Students should give examples of how parents-to-be can give mutual support.
36. **ER** Invite a mother who has gone through Lamaze to visit the class with her baby. You also may invite a Lamaze instructor to speak to the class about this method of childbirth. Find out advantages and disadvantages of this method.
37. **ER** Guest speaker: Invite an obstetrical nurse to explain the type of prenatal childbirth preparation parents-to-be receive. Your class may be able to attend the beginning session of a class.
38. **ER** Instruct students to read about the Leboyer method of childbirth. Students should write a report on their findings.
39. **RF** *Choices for Delivery,* Activity E, SAG. Students should list advantages and disadvantages of various delivery methods.
40. **ER** Have students research your community's options for birthing places and methods. Students should report findings to the class.

Time to Be Born

41. **RF** Students should create a poster depicting a "to do" list before childbirth.
42. **RT** Discuss the term *labor* with students. Why does it appropriately describe the childbirth process?
43. **RT** Have students explain how the term *false labor* is both accurate and misleading.
44. **RT** *Stages of Labor,* Activity F, SAG. Using the drawings provided, students should describe the stages of labor in their own words.

Hospital Care

45. **ER** Field trip: Tour local facilities for giving birth and caring for newborns.
46. **ER** Field trip: While visiting a hospital, have students observe child care in the nursery Find out hospital policies about rooming-in and birthing rooms. What care is given to premature babies? How does the hospital care for babies who are born on the way to the hospital?

Bonding

47. **RT** Have students look up the definition for the term *bond.* Ask students whether bonding seems to be an appropriate term to explain a parent's attachment for a newborn. Students should explain why or why not.
48. **ER** Invite students to find out whether local hospitals encourage the following aids to bonding: (a) fathers handling their newborns in the delivery (or recovery) room and in the mother's room (b) parents visiting and holding their newborns who are in ICNs.
49. **ER** Instruct students to write a paragraph on the importance of bonding for both infant and parent.

Postnatal Maternal Care

50. **RF** Have students look up the term *postnatal* in the dictionary and write their own definition.
51. **RF** Instruct students to look up the term *postpartum* and explain the origin of this word.

52. **RT** Ask students to explain the postpartum period as a "reversal process."
53. **RT** Students should give several reasons why crash dieting to lose the extra weight of pregnancy is dangerous for a mother and possibly her baby.
54. **ER** Interview new mothers to find out whether they experienced postpartum blues. If so, how did they cope?

▶ Answer Key

Text

To Review, pages 116-117

1. b
2. b
3. false
4. false
5. true
6. d
7. (Student response.)
8. the show: b; dilation of the cervix: c; birth of the baby: a; cutting of the umbilical cord: e; expelling the placenta: d
9. false
10. a
11. true
12. Postnatal

Student Activity Guide

Mothers-to-Be Affect the Health of Their Unborns, Activity A

1. +
2. –
3. –
4. +
5. +
6. –
7. +
8. –
9. +
10. –
11. –
12. +
13. +
14. –
15. –

Answer to questions: Student response.

Stages of Labor, Activity F

Stage 1: Dilation of the cervix. Contractions are 15 to 20 minutes apart; the uterus narrows; the baby pushes against the cervix; the cervix flattens and opens. Stage 2: Expulsion of the baby's head enters the birth canal; the mother's muscles push to move the baby down; head emerges, followed by shoulders, abdomen, and legs; the baby is free from the mother's body; the umbilical cord is cut. Stage 3: Expulsion of the placenta. Mother has a few irregular contractions; placenta detaches from the uterus and descends.

Teacher's Resource Guide/Binder

Chapter 5 Test

1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. T
9. T
10. T
11. C
12. A
13. B
14. A
15. D
16. A
17. B
18. B
19. D
20. A
21. F
22. J
23. E
24. D
25. B
26. C
27. G
28. I
29. H
30. K
31. The presumptive signs include: cessation of menstruation, nausea, sleepiness, frequent urination, swelling and tenderness of the breasts, skin discoloration of breasts and abdomen, and internal changes noted by the doctor. Positive signs include: fetal heartbeat, fetal movement, fetal image through ultrasound, fetal shape felt by physician, contractions noted by physician but not felt by mother, and presence of certain hormone levels.
32. Fathers-to-be can serve as support persons for wives, as coaches in childbirth, and as helpers in meeting the economic and adjustment needs of the changing family.
33. the home, standard delivery rooms in hospitals or clinics, birthing rooms in hospitals or clinics. Student response for descriptions.
34. forms a closer tie between parent and baby

Pregnancy and Health

Name ______________________ Date __________ Period ____________

Write your own interpretations of the following statements.

1. "Good health habits started early in life lay the framework for having healthy babies."

2. " 'Catch-up nutrition' and other such health practices do not work."

3. "It may be too late if a woman waits until after pregnancy is confirmed to give up dangerous practices like using drugs, smoking, eating too much junk food and getting too little rest and sleep."

Prenatal Care and Childbirth

Name ____

Date ________________________ Period ______________ Score ______________

Chapter 5 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. A couple's closeness in the prenatal stage may set the stage for better marriage relationships and for better parenting.

T F 2. A missed menstrual cycle, called *amenorrhea,* is a sure sign of pregnancy.

T F 3. Pregnant women and their spouses should ask their physicians about issues that concern them.

T F 4. Children born to women over age 36 usually have a greater chance of birth defects than children born to younger women.

T F 5. Caloric intake should be greatly increased in the last weeks of pregnancy.

T F 6. All babies born of mothers with AIDS will develop the syndrome.

T F 7. Children who help prepare for the new baby are not as jealous of a new sister or brother.

T F 8. Labor contractions are involuntary.

T F 9. For high-risk pregnancies a physician should attend the birth.

T F 10. In a C-section delivery, the mother must recover from surgery.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 11. Which statement is true of prenatal development?

A. The mother's body affects the baby.
B. The baby's body affects the mother.
C. The mother's and baby's body affect each other.
D. None of the above.

________ 12. For a healthy baby, medical care and supervision should begin _____.

A. before pregnancy
B. as soon as a woman thinks she is pregnant
C. a few months before delivery
D. if the mother does not feel healthy

________ 13. Mothers-to-be at high risk include _____.

A. women between the ages of 21 to 25
B. women above 120 percent of the proper weight
C. Rh + women married to Rh - men
D. All of the above.

________ 14. Stress of the mother _____.

A. can be felt by the unborn
B. cannot be felt by the unborn
C. can be felt by the unborn only if the stress is severe
D. can be felt by the unborn only in the last weeks before birth

________ 15. The pregnant woman's diet affects _____.

A. her own weight gain
B. the infant's mental capacity
C. the infant's physical performance
D. All of the above.

(Continued)

Name ____

________ 16. Pregnant women should avoid _____.
- A. contact sports
- B. any unnecessary physical activity
- C. walking for exercise
- D. All of the above.

________ 17. The child is born during _____.
- A. the first stage of labor
- B. the second stage of labor
- C. the third stage of labor
- D. any stage of labor

________ 18. Anxiety during childbirth _____.
- A. causes the baby to have birthmarks
- B. can be reduced through education and breathing techniques
- C. should always be reduced with drugs
- D. None of the above.

________ 19. In the Leboyer method the main focus or concern is on the _____.
- A. physician
- B. mother
- C. father
- D. baby

► Matching: Match the following terms and identifying phrases.

________ 20. test in which a needle is inserted through the woman's abdomen into the amniotic sac and a sample of the fluid is removed for cell study

________ 21. felt, irregular contractions

________ 22. a small amount of blood that shows in the mucous, often occurring just hours before delivery

________ 23. an incision made in the vagina to prevent tearing as the baby is born

________ 24. persons who are specially trained to deliver babies but not to handle problem deliveries

________ 25. room furnished like a bedroom and used for both labor and delivery

________ 26. giving birth by surgical delivery

________ 27. method of delivery that considers the comfort of the baby as well as the mother

________ 28. having the baby share a room with the mother rather than stay in the hospital nursery

________ 29. postnatal care of the mother

________ 30. parent's attachment or affection for a baby

- A. amniocentesis
- B. birthing room
- C. cesarean birth
- D. certified nurse midwife
- E. episiotomy
- F. false labor
- G. Leboyer birth
- H. postpartum
- I. rooming-in
- J. the show
- K. bonding

(Continued)

Name ____

► Essay Questions: Provide complete responses to the following questions or statements.

31. Describe the presumptive and positive signs of pregnancy.

32. What are the roles of involved fathers-to-be in pregnancy and childbirth?

33. Describe three places to give birth.

34. Why is bonding important?

The Newborn

6

▶ Objectives

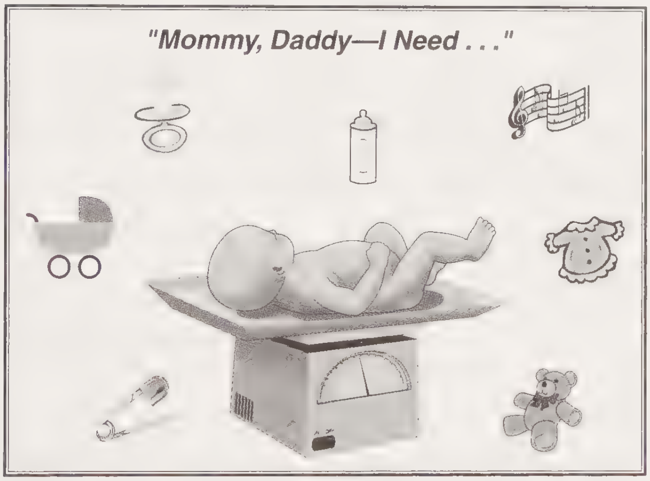
After studying this chapter, students will be able to

○ describe the characteristics of a newborn.

○ identify a newborn's physical, intellectual, and social-emotional needs.

○ explain how parents of newborns can meet their own needs.

▶ Bulletin Boards



I. Title: "Mommy, Daddy—I Need . . ."

Place a picture of a newborn, perhaps on a weighing scale, in the center of a bulletin board. Around the baby place pictures of a baby's various needs, such as clothing, toys, and equipment. Add new items as students further define the needs of a newborn.

II. Title: "And Baby Makes Three"

Place three titles on the board: (1) New Mother, (2) New Father, and (3) New Baby. Below each title add the subtitle: "All three view an ideal world." After students have had a chance to read about each perspective in the text, have them discuss possible conflicts that might arise in the new family.

▶ Teaching Materials

Text, pages 120-141

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *Newborns and Parents Adapt*
B. *Reflexes of the Newborn*
C. *Shopping for the Newborn*
D. *Learning Through the Senses*
E. *Toys for Newborns*
F. *Meeting New Parents' Needs*

Teacher's Resource Guide/Binder

What It Really Means to Be a Parent, reproducible master 6-1

What's a Parent to Do? reproducible master 6-2

New Baby Crossword Puzzle, reproducible master 6-3

Chapter 6 Test

Teacher's Resource Binder

Happy BIRTHday! color transparency 6-1

▶ Introductory Activities

Case Study

Cassandra and Josef are due to have their baby any day. They are still deciding whether to nurse or formula-feed their newborn. Relatives and friends give the couple conflicting advice. Cassandra intends to work part-time after a six-week maternity leave. Josef is self-employed, so his work schedule can be flexible during the baby's first year. What advice would you offer the parents-to-be? What are some pros and cons concerning breast-feeding and formula-feeding? What should Cassandra and Josef do to keep friends and relatives from taking offense if they do not follow their advice?

Motivational Exercises

1. Ask students to write about their impressions of newborns. They should state what they think newborns look like, how they act, and what they are able to do. Have the students discuss their impressions in class. Collect the written work and return it to students after they study the chapter. Students can use it to compare to their impressions of newborns.
2. *What It Really Means to Be a Parent,* reproducible master 6-1. Have students interview the parents of newborns and discuss their findings in class.

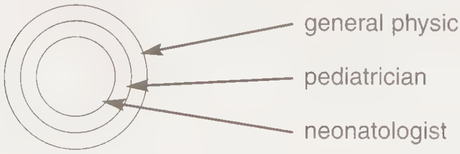
▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Medical Care and Testing

3. **ER** Ask students to interview a pediatrician or a pediatric nurse about the impact of prenatal care on a newborn's health.
4. **ER** Instruct students to check the statistics of the infant mortality rate and the rate of birth defects in newborns. (Information is available through the Vital Statistics Bureau and the March of Dimes.)
5. **RT** Ask students to explain why obstetricians often require a pediatrician to be present when a baby is born.
6. **RT** Students should list some of the tests newborns receive while they are in the hospital.
7. **RT** Discuss with students why the second Apgar score (5 minutes after birth) rather than the first score (1 minute after birth) best predicts the newborn's chances for survival.
8. **ER** Have students research in more detail some of the behavioral responses checked in the Neonatal Behavioral Assessment Scale, then report findings to the class.
9. **RF** *Newborns and Parents Adapt,* Activity A, SAG. Students should list the adaptations a newborn must make from the unborn stage to the neonatal stage, then make suggestions to ease the transition to parenthood.

Other Hospital Care

10. **RT** Have students explain the purpose of making footprints of the newborn and attaching name bands to the newborn's arm or leg.
11. **RF** Draw a classification diagram to show students the relationship among the general physician, pediatrician, and neonatologist.



12. **ER** Field trip: Arrange for students to tour the facilities of an intensive care nursery.
13. **ER** Guest speaker: Invite a pediatrician to demonstrate in class a well-baby checkup with a real baby or with a doll.
14. **ER** Students should interview parents to find out what procedures they have seen pediatricians perform during a newborn's first well-baby checkup.

Physical Traits of a Newborn

15. **RF** Ask students to bring in pictures of babies used in advertisements or on baby products. Students should compare these photos to those of newborns in the text. Ask students what differences they note. Also ask them how old they think the baby is in each advertisement.
16. **ER** On their own, have students view babies through the viewing window of a local hospital nursery. Students should describe to the class how the babies looked. If some of the babies in the nursery were born early, students should compare their appearance to full-term infants.

Reflexes

17. **RF** Demonstrate the meaning of the term *reflex* by having students look at the changes in the pupils of the eyes while turning a nearby lamp off and on. (This reflex is called *pupillary reflex.)*
18. **RT** Have students discuss why reflexes, even in adults, are important to a person's well-being.
19. **RF** *Reflexes of the Newborn,* Activity B, SAG. Ask students to name the stimulus and the expected reaction associated with certain reflexes seen in newborns.

Meeting the Newborn's Physical Needs

20. **RF** Have students begin an index card file on child care techniques. On the top left corner of each card, have students write "Newborn." Have students list the topic on the top right corner. Using the text and other resources, students should outline the technique on the card. Some suggested topics from this chapter are: (a) steps in preparing formula for bottle-fed babies, (b) burping, (c) clothing needs, (d) dressing/diapering, (e) bathing, (f) bedding needs, (g) exercising, (h) learning activities, and (i) soothing a baby.
21. **RT** Discuss with students why smiling at, singing to, talking to, and cuddling a baby are important. Does a warm relationship with the baby help the baby's body to better digest food? What type of eating atmosphere is best for babies? Adults?
22. **RF** *Shopping for the Newborn,* Activity C, SAG. Instruct students to price the clothing of newborns.

23. **RF** Demonstrate (or have a student demonstrate) for the class one or more of the following with a newborn, young infant, or a doll): formula or water feeding, dressing and diapering, bathing, and exercising.
24. **RT** Have students explain why a parent should change a newborn's sleeping position periodically.
25. **ER** Have students prepare a report on Maslow's hierarchy of needs. The report should focus on these questions: Which of Maslow's needs are mainly physical? Intellectual? Social-emotional? Which needs does Maslow feel are the most basic of all needs?

Meeting the Newborn's Intellectual Needs

26. **RF** *Learning Through the Senses,* Activity D, SAG. Have students list some important sensory learnings of newborns.
27. **RT** Ask students to give some examples of skills they have learned totally or partially by imitation.
28. **ER** Pretending they are the director of an infant program, students should prepare an article for a parent newsletter explaining the reasons newborns need variety in their physical environment.
29. **RF** Instruct students to make and display toys suitable for newborns. See chart 6-19 of the text for ideas.
30. **RF** *Toys for Newborns,* Activity E, SAG. Have students identify objects that are appealing to newborns.
31. **RT** Ask students to explain how talking to newborns who do not know what words mean helps their mental development.

Meeting the Newborn's Social-Emotional Needs

32. **ER** Have students observe babies through a hospital nursery viewing window. Students should note how each baby seems to be born with an individuality. Students also should note whether some babies are more alert than others. Instruct students to ask a nurse how newborns seem to be different. Students should report their findings to the class.
33. **RT** Discuss with students ways to soothe a fussy baby.
34. **RF** *New Baby Crossword Puzzle,* reproducible master 6-3. Have students complete the crossword puzzle using terms defined in the chapter.

Meeting the Parents' Needs

35. **RT** *Happy BIRTHday!* color transparency 6-1. Use this transparency to introduce students to the changes that a family experiences after a baby is born. Students should discuss the changing family scene and how members can adjust and adapt. Discuss what families can do to make life a little easier after the baby and mother come home from the hospital.
36. **RT** Ask students to give examples of the physical, intellectual, and social-emotional needs of young adults. Students should explain how others help young adults meet their needs. (Note that unlike the newborn, young adults do not depend totally on others.)
37. **ER** Guest speaker: Determine whether any employers in your local community have a paternity leave plan. If so, ask the employer to share with the class some of the details of the leave plan and whether fathers who have used the plan feel it is valuable.
38. **ER** Invite students to interview a father on paternity leave. How has this affected the family?
39. **EX** Instruct students to prepare and present skits showing one (or more) couple(s) planning ways to meet their own needs while still meeting the needs of their newborn(s).
40. **RT** Discuss with students why parents are more apt to meet newborns' needs when their own needs are satisfied.
41. **EX** *Meeting New Parents' Needs,* Activity F, SAG. Have students write suggestions to help new parents get organized and meet their own needs as well as their baby's.
42. **ER** Guest speaker: Ask one or more parents to share their baby's schedule with the class. Parents should focus on how closely they follow the schedule. For example what do they do if the schedule shows feeding at 6:00 p.m. and 10:00 p.m., but the baby is hungry at 5:00 p.m.? If they feed at 5:00 p.m., when do they give the next feeding?
43. **EX** *What's a Parent to Do?* reproducible master 6-2. Have students read the situation, analyze the family's problem, and complete the questions that follow.
44. **EX** Select six to nine creative students and divide them into three groups. Instruct each group to write on the topic "An Ideal First Four Weeks" from one of three perspectives. Group one should write from a newborn's perspective, group two should write from a new mother's perspective, and group three should write from a new father's perspective. Students may add the final drafts to the bulletin board for this chapter.

▶ Answer Key

Text

To Review, page 140

1. d
2. A reflex is an involuntary reaction that occurs in response to a certain stimulus, such as a touch,

light, or sound. Voluntary movements are movements that a person makes at will. (Students may describe any of the reflexes discussed in the text.)

3. vernix caseosa: b; fontaneles: c; lanugo: a; stork bites: d
4. (Student response.)
5. Formula: 2-2.5 oz. × weight of child in pounds ÷ number of feedings per day

Weight of Chris: 10 pounds

$$\begin{array}{r} 2 \\ \times\ 10 \\ \hline 20 \end{array} \qquad \begin{array}{r} 2.5 \\ \times\ 10 \\ \hline 25 \end{array}$$

Amount of formula per day: 20-25 ounces
Number of feedings: 6
20 ÷ 6 = 3.3 25 ÷ 6 = 4.1
Minimum ounces of formula needed for feeding: 3.3-4.1 ounces

6. false
7. (Student response.)

Student Activity Guide

Reflexes of the Newborn, Activity B

Rooting Reflex-Stimulus: Cheeks or skin around mouth is touched. Reaction: Head turns in direction of touch and mouth searches for food.

Palmar Reflex-Stimulus: Palm of hands stroked. Reaction: Babies grasp finger or object stroking palm.

Plantar Reflex-Stimulus: Ball of foot is stroked horizontally. Reaction: Toes curl around or down toward object.

Babinski Reflex-Stimulus: Outside sole of the foot stroked from heel to toe. Reaction: Babies spread their toes out and the big toe fans backward.

Moro Reflex-Stimulus: Loud noises, bright light, change in body position, or a cough or sneeze. Reaction: Babies arch back, throw head back, fling out the arms and legs, and rapidly flex limbs toward center of body.

Walking Reflex-Stimulus: While held upright, feet make contact with hard surface. Reaction: Legs are lifted alternately as in walking, but arms do not move.

Withdrawal Reflex-Stimulus: Feet are pricked. Reaction: The legs jerk or withdraw.

Sucking Reflex-Stimulus: Mouth comes into contact with object. Reaction: Drawing or pulling movement occurs in cheeks and tongue called *sucking.*

(Name of reflex)-(student response)

1.(Student response.)
2.(Student response.)
3.(Student response.)

Toys for Newborns, Activity E

1 . Object B
2. Object A
3. Object B
4. Object A
5. Object A
6. Object A

(Guidelines should be based on information from the text.)

Teacher's Resource Guide/Binder

New Baby Crossword Puzzle, reproducible master 6-3

																						1 W
																						E
																						L
											2 B			3 A								L
									4 P		R			5 P	K	U						B
							6 F		E		A			G								A
				7 A			O		D		Z			A								B
			8 I	N	T	E	N	S	I	V	E	C	A	R	E	9 N	U	R	S	E	R	Y
				E			T		A		L			T		E						C
				M			A		T		T			E		O						H
	10 C	O	L	I	C		N		R		O			S		11 N	I	C	U			E
				A			E		I		N			T		A						C
							L		C		S					T						K
12 R	E	F	L	E	X	E	S		I		13 C	R	A	D	L	E	C	A	P			U
									A		A											P
									N		L											
										14 N	E	O	N	A	T	O	L	O	G	Y		

Chapter 6 Test

1. F
2. T
3. F
4. F
5. T
6. T
7. T
8. T
9. F
10. T
11. F
12. T
13. T
14. F
15. B
16. D
17. A
18. A
19. C
20. D
21. C
22. C
23. D
24. D
25. G
26. I
27. A
28. C
29. F
30. H
31. E
32. J
33. B
34. D
35. For the best chance for healthy development, medical care needs to begin early in the prenatal stage and continue in the neonatal stage. The Apgar test is used to determine the baby's chances for survival in the first minutes after birth. Blood tests, careful examination of the baby's body, and

tests of some of the reflexes help to determine whether the baby is healthy.

36. Newborns can locate the source of stimuli around them, such as turning their heads in the direction of a sound. They become quiet and attend to many sensory stimuli. They respond to human speech, human cries, and a parent's voice more intently than to nonhuman sounds and strangers' voices. They also respond to visual stimuli, such as following objects with their eyes and imitating gestures. By paying more attention to a new sight or sound than to those they have seen or heard before, newborns show their memory abilities are developing.

37. Parenthood is abrupt; one day you are not a parent and the next day you are. With parenthood comes the never-ending task of meeting newborns' needs. Many of these needs must be met immediately regardless of parents' fatigue. Along with these immediate responsibilities comes the realization that parenthood lasts a long time. Faced with this seemingly overwhelming task, couples and single parents wonder how they can meet their own needs.

What It Really Means to Be a Parent

Name ______________________________ Date ______________ Period _________________

Interview parents or a parent of a newborn. Report their answers to the following questions in class.

1. How were your expectations about parenthood altered after you brought your baby home?

____

____

____

2. What child care technique was the most difficult at first? Why?

____

____

____

3. How did you cope with fatigue?

____

____

____

4. Were you surprised at the added expenses the newborn caused? What expenses were the most surprising?

____

____

____

5. What were your family's major adjustments?

____

____

____

6. Do you feel that all family members were well prepared for the realities of parenthood? What aspects did you need to know more about?

____

____

____

7. If you could begin again with your newborn, what would you do differently? What would you do the same?

____

____

____

____

What's a Parent to Do?

Name ______________________ Date ___________ Period ____________

Family relationships can become strained during times when family situations change. Parents need to work on restoring family harmony. Read the following story about a young couple and their baby. Answer the questions that follow the story.

Sarah and Rodney came home from the hospital with their newborn two weeks ago. They are excited and happy about their new little boy. Sarah was working, but has now taken maternity leave. Rodney's job still does not allow fathers to take paternity leave. Sarah and Rodney live too far away from either set of parents to have any help with the baby. They are not close to their neighbors. The baby's care is totally up to them. They are sometimes overwhelmed by the amount of attention the baby requires. They are particularly distressed at night when the baby cries and cries. Sarah usually gets up to give the baby his bottle, but she becomes tired. As a new mother she still needs lots of rest. Because Rodney gets up early each day for work, Sarah feels she should get up with the baby at night. However, this is getting her down. She has talked to Rodney about it, but his busy job has put him under a great deal of stress. Consequently, he needs sleep, too. He says Sarah can rest during the day while the baby sleeps.

1. Describe Sarah's feelings. ______________________________

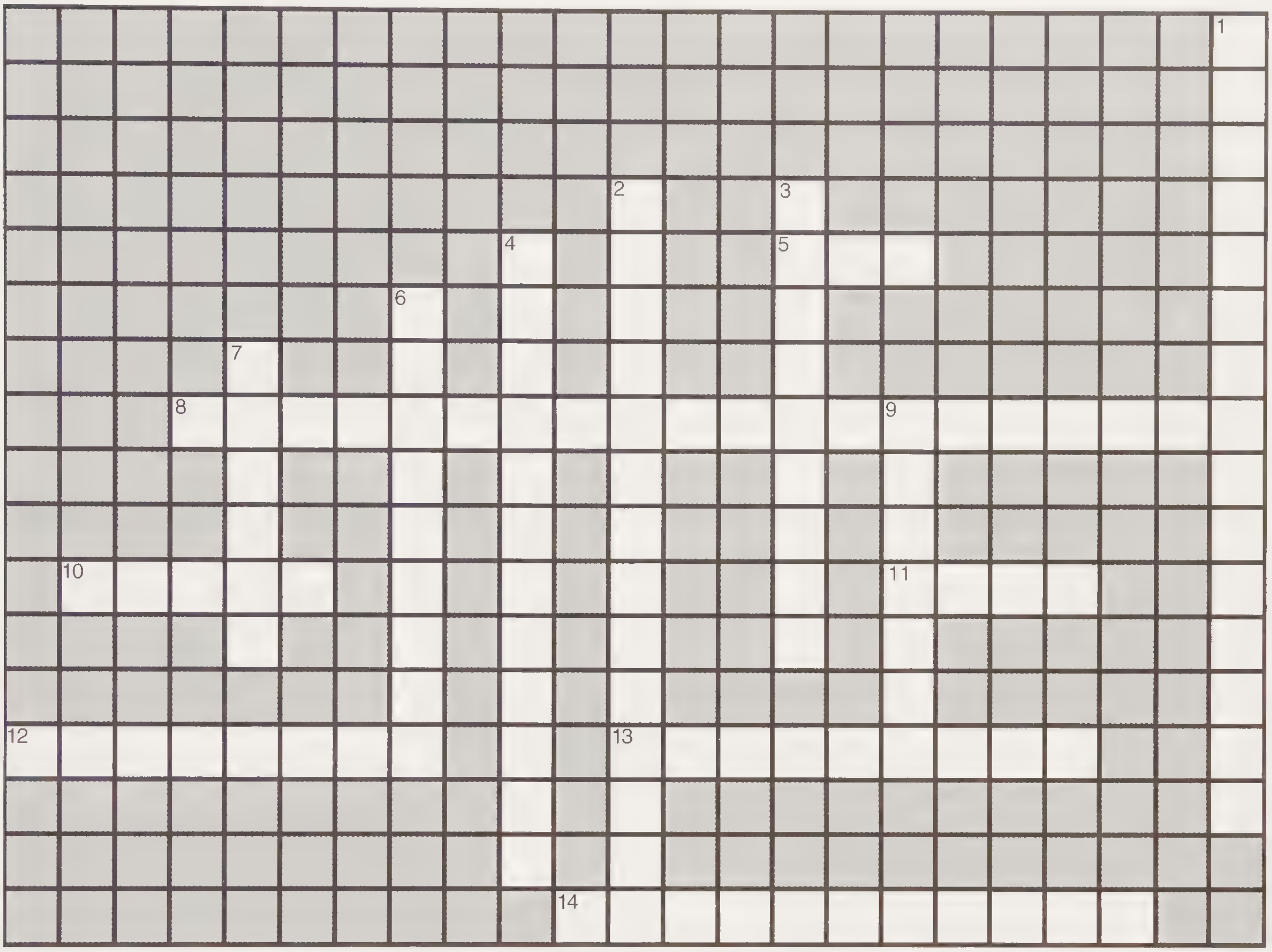
2. Describe Rodney's feelings. ______________________________

3. What is the conflict? ______________________________

4. How can it be resolved? ______________________________

New Baby Crossword Puzzle

Name ______________________ Date __________ Period ____________



Across:

5. A disease that can cause mental retardation if left untreated by diet.
8. Babies that are born with physical problems are often placed immediately in an _____ _____ _____.
10. A condition in which the baby has intense abdominal pain.
11. Heated, completely enclosed units used for newborns that need intensive care.
12. Automatic, unlearned behaviors.
13. Scaling of skin on the newborn's scalp. (two words)
14. A branch of medicine concerned with the care, development, and diseases of newborns.

Down:

1. A checkup doctors give babies and children, even when they appear healthy.
2. The _____ _____ tests for problems of newborns in four areas.
3. The newborn's physical condition is usually checked using the _____ _____ which predicts the baby's chance of survival.
4. A doctor who cares for infants and children.
6. Soft spots on the newborn's head where the skull is not closed.
7. A low level of oxygen-carrying substances in the blood.
9. From birth to one month of age, the baby is medically known as a _____.

The Newborn

Name ____

Date ____________________ Period __________ Score ____________

Chapter 6 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. The Apgar test measures the newborn's intelligence.

T F 2. The Brazelton scale measures the newborn's response to stress and other behaviors.

T F 3. Neonatal intensive care units are used for all newborns.

T F 4. When newborns cough and sneeze it always means they have a cold.

T F 5. Some reflexes may help newborns learn voluntary behaviors like walking.

T F 6. Learning, in a true sense, begins in the neonatal stage.

T F 7. Breast-feeding is the best choice for all mothers and newborns.

T F 8. Dressing newborns is similar to dressing rag dolls because newborns cannot push their arms and legs.

T F 9. The main reason to give newborns a sponge bath is because babies like to play with sponges.

T F 10. Newborns need exercise.

T F 11. Self-demand schedules are the best for both parents and babies.

T F 12. Parent fatigue is common when parents care for newborns.

T F 13. Parenting skills do not come automatically, but are learned.

T F 14. Except for emergencies, couples need to spend all their nonworking hours with their newborn.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 15. The official time of birth is when the _____.
  A. baby's head first appears
  B. baby is clear of the mother's body
  C. baby starts breathing
  D. baby cries

________ 16. Which of the following helps parents adjust to parenthood?
  A. Plan carefully.
  B. Live one day at a time.
  C. Accept responsibilities.
  D. All of the above.

________ 17. Physical characteristics of newborns include _____.
  A. fast heart and breathing rates as compared to those of adults
  B. head that is one-half the total length of the body
  C. chest that is rounded and stomach that is flat
  D. All of the above.

(Continued)

Name ____

________ 18. The newborn's reflexes are a clue to the _____.
A. health and maturity of the nervous system
B. intelligence of the child
C. the newborn's physical strength and ability to withstand stress
D. All of the above.

________ 19. Newborns learn mainly by _____.
A. playing with their toys
B. listening to adult language
C. using their senses
D. imitating adults

________ 20. Newborns have _____.
A. physical needs
B. intellectual needs
C. social-emotional needs
D. All of the above.

________ 21. Nursing mothers should understand that _____.
A. they need fewer calories than mothers who bottle-feed their babies
B. they may lose a tooth unless their diet is adequate
C. certain foods they eat may cause reactions in the baby
D. breast-feeding must be supplemented with foods like cereal

________ 22. The newborn's sleep can be described as _____.
A. short naps because of the need to be alert and ready for action often
B. so "light" that parents and others need to be rather quiet
C. short naps during which they may suck, wheeze, and gurgle
D. filled with lots of movement, such as rolling over and throwing the covers off

________ 23. A well-baby checkup includes _____.
A. measuring and weighing
B. examining the baby from "head to toe"
C. answering parent questions and making recommendations
D. All of the above.

________ 24. Newborns differ in _____.
A. the amount of time in which they are alert
B. the amount of time they spend fussing and crying
C. the ease with which they are soothed
D. All of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 25. a newborn baby who is one month or younger in age

________ 26. physicians who specialize in the treatment of infants and children

________ 27. deficiency in the oxygen-carrying material of the blood

________ 28. a check to determine whether the baby is normal in four behavioral areas

________ 29. heated, enclosed beds equipped with vital signs monitors and oxygen

________ 30. branch of pediatrics concerned with newborns

________ 31. soft spots where the skull is not closed; these bone openings allow the brain and skull to grow

________ 32. cheese-like covering that protects the skin of newborns

________ 33. scaling of the scalp

________ 34. intense abdominal pain that causes newborns and young infants to cry

A. anemia
B. cradle cap
C. Brazelton scale
D. colic
E. fontanels
F. neonatal intensive care units
G. neonate
H. neonatology
I. pediatricians
J. vernix caseosa

► Essay Questions: Provide complete responses to the following questions or statements.

35. Explain the purpose of initial medical care and testing.

36. What are some of the major learnings of newborns?

37. Why is the newborn stage difficult for parents?

Part 3

Infants

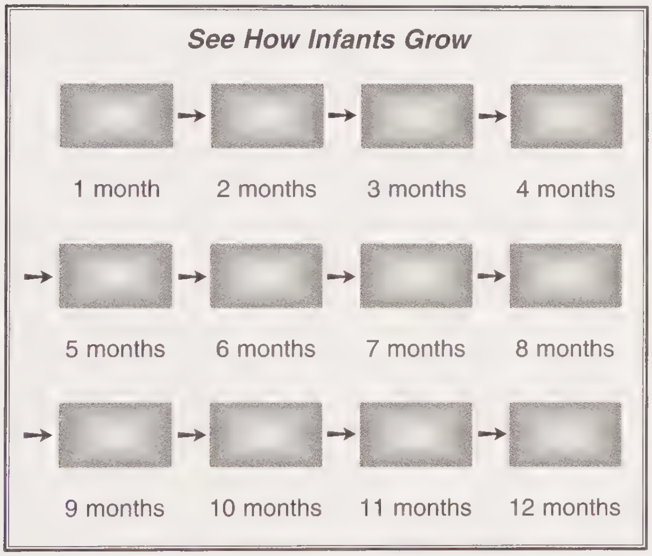
Physical Development of the Infant 7

▶ Objectives

After studying this chapter, students will be able to

- describe how an infant develops physically during the first year.
- describe the order in which an infant's motor skills develop.

▶ Bulletin Boards



I. Title: "See How Infants Grow"

Display and label monthly pictures of one baby through the first year of life. Have students discuss the changes they note in the pictures.

II. Title: "My Baby Picture"

Post each student's baby picture on a bulletin board. Ask students to match classmates with their picture. Students may also label their own picture with their name and age when they were photographed.

▶ Teaching Materials

Text, pages 144-154
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Changes in Physical Growth*
B. *Motor Skills Develop Rapidly*
C. *Observation: Babies Use Motor Skills in Play*

Teacher's Resource Guide/Binder

Heredity, Environment, and Development, reproducible master 7-1

Appearance of Deciduous Teeth, transparency master 7-2

Progression of Ability to Grasp Objects, reproducible master 7-3

Chapter 7 Test

Teacher's Resource Binder

Development of Large-Motor Skills, color transparency 7-1

▶ Introductory Activities

Case Study

Mason is 10 months old. Although he is large for his age, his motor skills lag far behind those of other children his age. How can you, as a parent or child care worker, encourage his development? If you were Mason's caregiver at a child care center, how would you discuss his development with his parents?

Motivational Exercises

1. *Heredity, Environment, and Development,* reproducible master 7-1. Instruct students to write descriptions of a child's physical development

during the first year. How does heredity, nutrition, illness, and activity affect development? After studying the chapter, students should check their responses and make necessary corrections.

2. Invite students to make a large poster entitled "Infant Development We Can See." The chart should have the subheadings "Age," "Skeletal Growth," and "Motor Skills." Students should also list ages 3, 6, 9, and 12 months. As students study the chapter they should list the average length, average weight, and expected deciduous teeth for each growth period. To address motor skills, students should write phrases describing the expected head-to-foot and center-to-extremities developmental milestones. Display the chart on a table under the suggested bulletin board. Discuss the chart while viewing the monthly pictures.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Skeletal Growth

3. **RF** Students should look up the word *skeleton* in the dictionary. Ask students to explain the word's origin.
4. **ER** Instruct students to research and explain the purpose of the skeleton as a body system.

Length and Weight

5. **RF** Discuss with students why doctors are more concerned with the rate of growth than total length and weight changes. Have students respond to the following questions: (1) How do physicians keep track of the growth rate? (2) If parents change a baby's physician, should health records be transferred? Why or why not?
6. **RT** Give students a hypothetical length and weight. Ask them to calculate the baby's length and weight for the first year using information from the text.

Body Proportions

7. **RT** Have students explain why a small, receding jaw is helpful to a baby. (Answer: This shape makes sucking easier.)
8. **RT** Ask students why even normal, healthy infants are potbellied. (Answer: The large internal organs are housed in a relatively small area—the short trunk. As a result, the abdominal area protrudes.)
9. **ER** Guest speaker: Invite a parent to bring a four- to six-month-old baby to class. As the parent holds the baby, describe the "baby look" for students.

Bones and Teeth

10. **RF** Students should watch a baby play with his or her feet. Have students describe the baby's flexibility.
11. **ER** Instruct students to research and list sources of calcium and phosphorus needed for healthy development.
12. **RF** Discuss with students why hands reach their adult size before feet do.
13. **ER** Have students prepare and give an oral report about the changes that occur in teeth as they develop in the jaw.
14. **RT** *Appearance of Deciduous Teeth,* transparency master 7-2. Display the transparency and have students explain when each type of tooth appears. Students should explain why certain teeth might appear first and why certain teeth might appear last.
15. **ER** Invite a physician or nurse to discuss symptoms of teething and treatment used to relieve a baby's pain.
16. **RF** *Changes in Physical Growth,* Activity A, SAG. Have students summarize the physical growth of infants by writing phrases that describe babies' length, weight, body proportions, and bones and teeth at various ages.

Motor Development

17. **RF** Students should look up the word *motor* in a dictionary, then explain why the word is used to describe movement skills.
18. **RT** Have students review the age norms in which reflexes disappear. (See chapter 6.)
19. **RT** Discuss with students why babies are apt to fall when someone talks to them as they are standing or walking without support.
20. **RF** Discuss with students what it was like to learn a new motor skill, such as needlework, a sport, or a musical instrument. Students should discuss the following questions: (1) How fast are your movements during the learning stage? (2) How are the movements of athletes, such as figure skaters and divers, slowed while they are in the "thinking" stage of learning a motor skill?

Head-to-Foot Development

21. **RF** Instruct students to examine the drawings in chart 7-3 in the text. Explain how an infant's development follows head-to-foot development.
22. **RT** *Development of Large-Motor Skills,* color transparency 7-1. Use this transparency to illustrate the progression of large-motor skills in infants. Discuss with students the time frame of each major skill development. Note there is some difference in the exact time of each development, but the normal sequence is the same for all children.
23. **RF** *Motor Skills Develop Rapidly,* Activity B, SAG. Have students sequence the skills in head-to-foot development by identifying the quarter of the first year in which a skill should emerge.

Center-to-Extremities Development

24. **RT** Students should sequence the development of infants from center-to-extremities. Have students identify the period in which the development first appears.
25. **RF** Have students complete Activity B, SAG, *Motor Skills Develop Rapidly,* by recording the time during the first year in which center-to-extremities skills develop.
26. **RF** *Observation: Babies Use Motor Skills in Play,* Activity C, SAG. Instruct students to observe a baby between the ages of six months and one year. Students should record the motor skills observed.
27. **RT** *Progression of Ability to Grasp Objects,* reproducible master 7-3. Students should determine the proper order of the steps in development of grasping ability. (You may wish to cut apart the master and have a student place the steps in the proper order.)

Differences in Physical Development

28. **EX** Have students review the legend of the tortoise and the hare. Students should write a paper interpreting the statement "Sometimes two infants may be like the tortoise and the hare." The paper also should address whether, based on the principle of constancy as discussed in chapter one, the above situation would happen often.

▶ Answer Key

Text

To Review, page 152

1. Add half
2. true
3. false
4. increase in length of bones, ossification begins to happen, changes in number of bones
5. false
6. true
7. d
8. sits without support with back straight: 3; raises head while on abdomen: 1; creeps: 4; walks: 6 or 7; rolls over from front to back: 2; stands without help: 5; picks up object with thumb used in opposition to finger: 6 or 7
9. unlearned; learned

Student Activity Guide

Motor Skills Develop Rapidly, Activity B

1. fourth quarter
2. third quarter
3. first quarter
4. first quarter
5. third quarter
6. fourth quarter
7. second quarter
8. second quarter
9. third quarter
10. third quarter
11. fourth quarter
12. second quarter
13. second quarter
14. third quarter
15. first quarter
16. second quarter
17. third quarter
18. second or third quarter (occurs in the sixth or seventh month)
19. second quarter
20. fourth quarter

Teacher's Resource Guide/Binder

Appearance of Deciduous Teeth, transparency master 7-2

(For answers see chart 7-2 in the text.)

Progression of Ability to Grasp Objects, reproducible master 7-3

Stages should be placed in the following order:

1. no contact
2. contact only
3. hand grasp
4. superior palm grasp
5. forefinger grasp
6. superior forefinger grasp

Chapter 7 Test

1. F
2. T
3. T
4. F
5. F
6. T
7. F
8. F
9. T
10. F
11. T
12. F
13. F
14. T
15. D
16. C
17. A
18. D
19. A
20. C
21. D
22. D
23. D
24. D
25. B
26. A
27. D
28. D
29. D
30. A
31. E
32. B
33. G
34. F
35. H
36. C
37. J
38. I

39. Bones bend without breaking. Bones are soft and easily misshapen. Rotate sleeping positions, no tight shoes, etc.
40. ability to learn and control large and small muscles, thereby directing body movements
41. Choose from: soft and flexible bones, large head, protruding abdomen, short legs, long trunk, wide forehead, receding jaw
42. Infants are mainly alike in terms of the order or sequence of development. They are mainly different in terms of the rate in which they move through the sequence.

Heredity, Environment, and Development

Name ____________________ Date __________ Period ____________

The rate of physical development is affected by a baby's heredity and factors in the environment, such as nutrition, illness, and activity. Write descriptions of babies in their first year of life. Show how heredity, nutrition, illness, and activity affected their physical development. For each description, you may choose to have the baby's development affected in a positive or negative way. When you have finished studying this chapter, check your descriptions, then make any changes you feel are needed as a result of what you have learned.

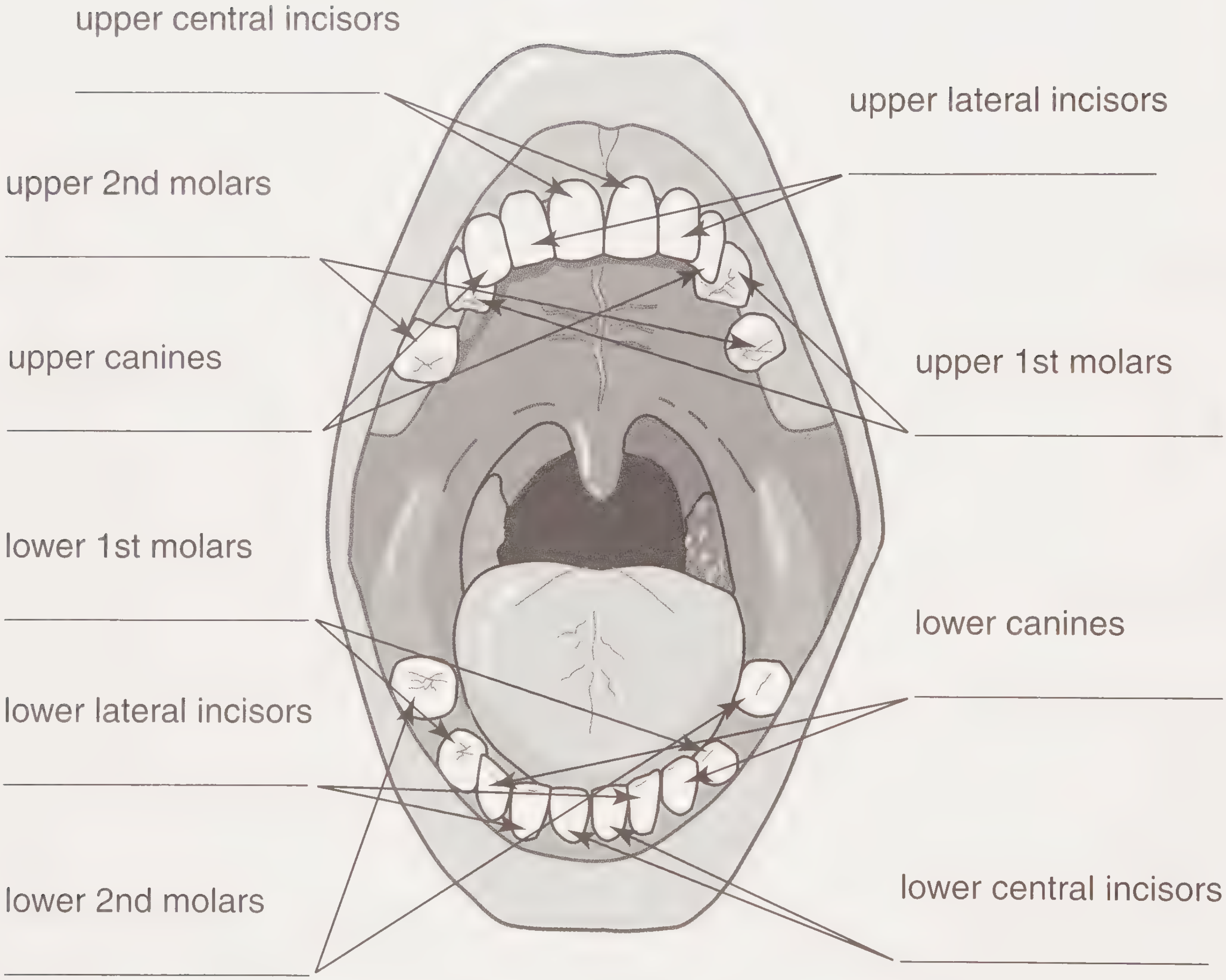
Heredity: ____________________

Nutrition: ____________________

Illness: ____________________

Activity: ____________________

Appearance of Deciduous Teeth

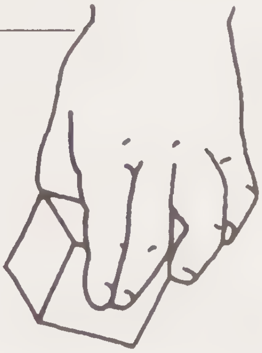

upper central incisors
upper lateral incisors
upper 2nd molars
upper canines
upper 1st molars
lower 1st molars
lower canines
lower lateral incisors
lower 2nd molars
lower central incisors

Progression of Ability to Grasp Objects

Name ______________________ Date ____________ Period ______________

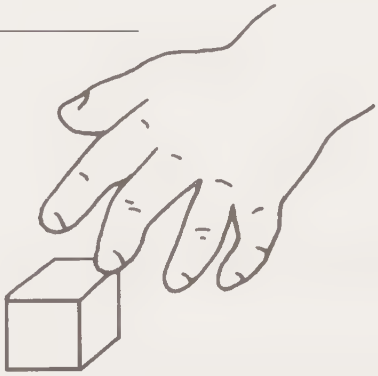
A baby's ability to grasp goes through stages. Examine the stages illustrated below. Determine the proper order of the steps and number each box accordingly.

____



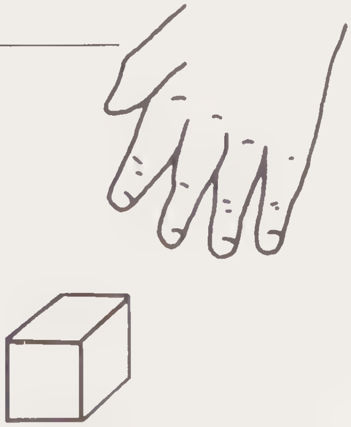
Superior Forefinger Grasp

____



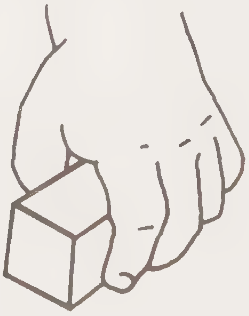
Contact Only

____



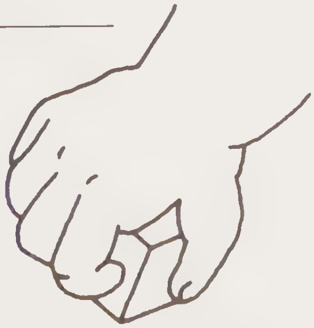
No Contact

____



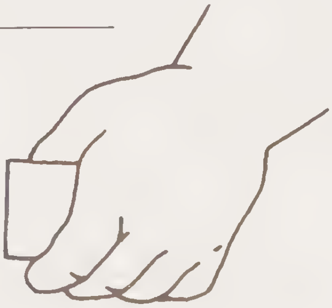
Forefinger Grasp

____



Hand Grasp

____



Superior Palm Grasp

Physical Development of the Infant

Name ____

Date _________________________ Period _____________ Score _______________

Chapter 7 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Human development is completed sooner than development in other living creatures.

T F 2. Teeth are part of a human's skeletal system.

T F 3. Length measurement for a baby is really the same as height measurement for an adult.

T F 4. The chubby newborn begins to lose fat tissues under the skin soon after birth.

T F 5. Body proportions of infants are so similar to those of adults that infants look much like miniature adults.

T F 6. Some children begin walking when they are one year old.

T F 7. The potbellied stomach of infants shows that babies can hold a great deal of food.

T F 8. It is considered safe to leave a two-month-old infant asleep in the middle of an adult's bed.

T F 9. The Palmer reflex is replaced with voluntary grasping in the first year.

T F 10. Babies roll from back to front before they roll from front to back.

T F 11. Sitting without support requires so much concentration that a baby is apt to topple over if distracted.

T F 12. Children of North American parents develop at a faster rate than children of other cultures.

T F 13. The order of physical development is different for all children.

T F 14. The rate of development for a normal child may be at the age norms or within a stated range above or below the age norms.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 15. Growth and development of the skeleton include _____.
- A. changes in size such as length
- B. changes in the number of bones and teeth
- C. changes in the mineral content of bones and teeth
- D. All of the above.

________ 16. By the end of the first year, the weight of the infant has _____.
- A. increased by one-half
- B. doubled
- C. tripled
- D. None of the above.

________ 17. By the end of the first year, the length of the infant has _____.
- A. increased by one-half
- B. doubled
- C. tripled
- D. None of the above.

(Continued)

Name ____

_________ 18. Changes in bones include _____.
- A. changes in length
- B. ossification
- C. changes in numbers
- D. All of the above.

_________ 19. The normal range for the appearance of deciduous teeth is _____.
- A. before birth through more than 12 months
- B. 5 through 12 months
- C. 6 through 11 months
- D. All of the above.

_________ 20. The first baby teeth to appear are generally the upper and lower _____.
- A. molars
- B. cuspids
- C. central incisors
- D. prenatal cuspids

_________ 21. Which of the following is not a pattern of motor development?
- A. The baby develops from head to toe.
- B. The baby develops from general to specific.
- C. The baby develops from center to extremities.
- D. The baby develops from fingers to midline.

_________ 22. Motor development is the infant's ability to _____.
- A. turn
- B. walk
- C. sit
- D. All of the above.

_________ 23. Head-to-foot development applies to _____.
- A. growth and development before birth
- B. growth and development after birth
- C. sequence in which babies gain control over their bodies
- D. All of the above.

_________ 24. Creeping requires _____.
- A. head control
- B. trunk control
- C. leg control
- D. All of the above.

_________ 25. When a baby is "cruising," which of the following is not true?
- A. The baby has added self-confidence.
- B. Severe accidents are likely to happen.
- C. These are fun times for child and parent.
- D. Baby has more practice in developing walking skills.

_________ 26. Which sentence is true about grasping?
- A. Grasping begins as a reflex but becomes a voluntary movement.
- B. Grasping begins as a voluntary movement but becomes quick and reflexive.
- C. Grasping is an easy task.
- D. Grasping is part of cephalic development.

(Continued)

Name ____

_________ 27. Babies need proper care because they _____.
A. are cute
B. are fun to be around
C. must depend on their heredity
D. are almost completely dependent on others

_________ 28. Slow physical development may be due to _____.
A. hereditary problems
B. poor nutrition and/or illness
C. lack of opportunity to practice movement
D. All of the above.

► Matching: Match the following terms and identifying phrases.

_________ 29. ability to crawl, walk, grasp objects, and make other movements

_________ 30. average of a range of ages

_________ 31. depositing of the minerals calcium and phosphorus in the bones

_________ 32. nonpermanent teeth

_________ 33. appearance of teeth

_________ 34. order of appearance

_________ 35. movements that are learned and controlled at will

_________ 36. ability to move from place to place

_________ 37. relationship among body parts

_________ 38. bones and teeth

A. age norms
B. deciduous
C. locomotion
D. motor skills
E. ossification
F. sequence
G. teething
H. voluntary movements
I. skeletal system
J. body proportion

► Essay Questions: Provide complete responses to the following questions or statements.

39. Give two important facts about the bones of babies and how this affects their care.

40. What is meant by the term *motor development?*

41. Describe five physical characteristics of an infant.

42. How are infants most alike in their physical development? How are they most different in their physical development?

Intellectual Development of the Infant

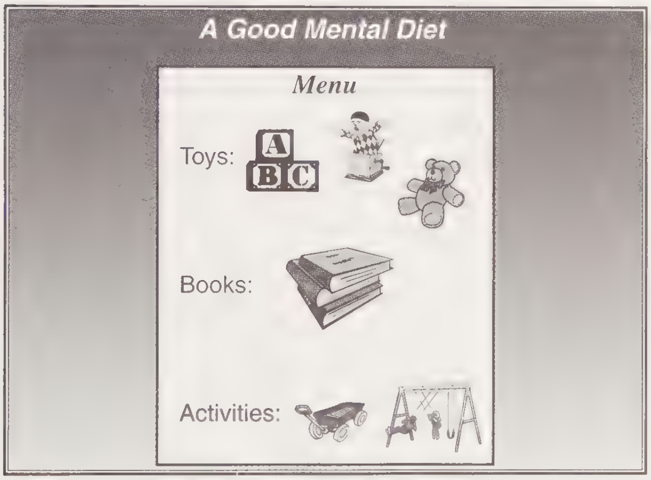
8

Objectives

After studying this chapter, students will be able to

- describe how and what infants learn.
- explain how infants express what they know through language.
- identify the order in which infants learn.

Bulletin Boards



I. Title: "A Good Mental Diet"

Have the bulletin board resemble a menu from which students can choose items that would stimulate the intellectual development of an infant.

II. Title: "Toys to Stimulate a Baby's Perception," Activity A, SAG.

After students complete Activity A, instruct them to find pictures of the toys identified as appropriate for each age group. Instruct students to place the pictures on the bulletin board. Under each group of toys students should list the age group for which they would be most appropriate.

Teaching Materials

Text, pages 156-169
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Toys to Stimulate a Baby's Perception*
B. *Mental Advances in the First Year*
C. *Object Identity*
D. *Learning to Talk—A Complex Skill*

Teacher's Resource Guide/Binder
Errors in Perception, reproducible master 8-1
Observation: Children Learn to Communicate, reproducible master 8-2
Chapter 8 Test

Teacher's Resource Binder
Depth Perception in Babies, color transparency 8-1

Introductory Activities

Case Study

Eleven-month-old Gregory points to objects he wants instead of using words. His cousin Kesha is the same age but talks constantly. Because of this she seems older and smarter. Gregory's parents are beginning to wonder whether his mental development is slow. Provide a response and an explanation for Gregory's parents.

Motivational Exercises

1. On the chalkboard or a transparency write "Why Adults May Underestimate Infants' Mental Development." Have students brainstorm reasons for the underestimation, making a list as they work. (For example, adults may think sensory organs like eyes are immature; adults may believe babies just want to sleep and eat; babies may lack language to "tell" adults what they know; and adults are too busy with routine physical care to notice how much babies know.) Have one or two students make a copy of the reasons listed. After studying the chapter students should discuss the original list and how underestimating infants' mental development may harm them.

2. Place the same amount of ice cream or other substance in a bowl and a parfait glass. Ask the class to view these two as if seeing them through the eyes of a child. Which container has more ice cream (or other substance)? Students can discuss how children's prelogical thinking skills would have them believe there is more ice cream in the parfait glass than in the large bowl. Older children will be more logical and can understand that the amount remains the same in each container. This is an example of how thinking changes from prelogical to logical.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

How Infants Learn

3. **RT** Ask students to explain what the phrase "a good mental diet" means.
4. **RT** Discuss with students the value "wanting to learn" plays in the learning process. Ask students for examples of how babies may show what they want to learn.
5. **RT** Instruct students to make a list of learnings a baby may acquire from throwing toys or other objects from a high chair.
6. **RT** Ask students for examples of how brain growth and the environment can affect the rate of mental growth.

Perception

7. **EX** Discuss the following with students: Usually before age seven or eight months a baby will go readily to any adult. After this time the baby often cries when held by or left with an unfamiliar adult. What is the baby's likely perception of the parent (or other familiar adult) prior to seven months? After seven months?
8. **RF** Students should make a chart listing the senses used in developing perceptions of form, space, weight, and number, and in developing social perceptions (such as ability to judge others' feelings from their behavior).
9. **RF** *Errors in Perception,* reproducible master 8-1. Students should complete the activities on errors in perception.
10. **RF** *Toys to Stimulate a Baby's Perception,* Activity A, SAG. Instruct students to identify toys for babies that fit their changing needs.
11. **RT** Have students define the term *cognition.*
12. **RT** Ask students to describe the relationship between cognition and perception.
13. **RT** Ask students to describe Piaget's theory of learning.
14. **RT** Have students give examples of ways children explore their world through their senses and motor skills.
15. **RT** Students should sequence the learning methods, as outlined by Piaget, of children who are in the sensorimotor stage.
16. **RF** *Mental Advances in the First Year,* Activity B, SAG. Instruct students to match the baby's learnings to the first four Piagetian substages of the sensorimotor stage.

What Infants Learn

17. **EX** Have students debate whether they agree or disagree with the following statement: "Even as an adult your concepts continue to change." Ask students to give examples to support their position.
18. **RF** Students should write the definitions of the terms *perception* and *concept* as given in the text. Students should then write an explanation of how sensory stimuli lead to perceptions and how perceptions lead to concepts.

Perceptual Concepts

19. **RF** Have students explain what "rule" they would use to explain the apparent changes in objects in each of these cases: (a) You see a large jet take off and become smaller and smaller; (b) A car looks different as it approaches you, as it passes your car, and as you see it in your rearview mirror and it moves away; (c) Your yellow sweater looks greenish under fluorescent lights.
20. **EX** *Object Identity,* Activity C, SAG. Students should analyze a baby's concept of object identity.
21. **RF** Discuss with students why a baby would develop a concept of object permanence about a parent before the baby would develop the concept about a toy. Students should explain why the concept of object permanence for grandparents who live far away would be developed long after the first year. Also have students explain what situation helps children develop object permanence.
22. **RF** Instruct students to read about object constancy in the text and to study Figure 8-10. Each student should then select one common object in the home or yard. (Each student should choose a different object.) As a homework assignment students should view the object from both an infant's crawling and standing height positions. Students should write a description of the object from an infant's visual perspective and present their descriptions in class.
23. **RT** *Depth Perception in Babies,* color transparency 8-1. Use this color transparency to present the concept of depth perception in babies. Have students discuss the importance of depth

perception. Explain that even though depth perception is well developed by seven to nine months of age, babies still are not safe from falls.

24. **RT** Ask students to give examples of situations in which a child's depth perception was not fully developed. Have them explain what happened.

Beginnings of Language Development

25. **RF** Using only words and no actions, have students explain how to do a task or describe a person or place. Students should discuss the difficulty of communicating only with words.
26. **RF** Ask students the following questions: Have you noticed that after you learn a new word you begin to hear it or see it in print "for the first time?" Why do you think this situation occurs?
27. **RT** Have students explain how rich experiences can lead to a more extensive vocabulary that, in turn, leads to greater mental growth. Students should diagram these relationships as a mental growth cycle.

How Babies Communicate

28. **RF** Ask students to tape record examples of babies crying, cooing, babbling, and saying first words. Other students should try to interpret these sounds.
29. **RF** *Learning to Talk—A Complex Skill,* Activity D, SAG. Instruct students to list ways adults can aid the speech development of babies.
30. **RT** Discuss with students how parents' language habits affect the language of their babies.
31. **ER** Guest speakers: Invite students or adults whose primary language is one other than English to share some sounds that are difficult for them in English. Ask the guests to share some sounds they make in their language that are not made in English.

Passive Versus Active Vocabulary

32. **RT** Ask students to explain the difference between a passive and active vocabulary.
33. **ER** *Observation: Children Learn to Communicate,* reproducible master 8-2. Students should observe the vocabulary of children age two and under. What words are included in their active vocabulary? Other than words, how else do they communicate? Have students give examples of children's use of passive vocabulary.

▶ Answer Key

Text

To Review, pages 166-167

1. false
2. the baby's physical development (mainly brain growth) and the environment
3. b
4. a. 3-D objects
   b. solid-colored cards
   c. patterned cards
   d. human face
   e. curved lines
   f. new objects
5. true
6. false
7. true
8. a
9. Babies change some of their reflex skills, such as opening and closing their hands: 2; Babies hit their hands on the high chair tray and realize they made the sound: 3; Babies exercise inborn reflexes: 1; Babies can pick up a rubber duck, place it in the water, and give it a big push: 5; Babies look for objects they have dropped: 4
10. Maria: c; Joe: a; Tyrone: b
11. 1. crying: 2. cooing: 3. babbling: 4. reduplication babbling: 5. first words

Student Activity Guide

Mental Advances in the First Year, Activity B

1. B
2. C
3. C
4. D
5. A
6. C
7. B
8. D
9. C
10. B
11. D
12. C
13. A
14. B
15. B
16. A
17. D
18. D
19. A
20. C

Teacher's Resource Guide/Binder

Chapter 8 Test

1. F
2. T
3. T
4. F
5. T
6. T
7. F
8. F
9. T
10. T
11. T
12. T
13. T
14. T
15. F
16. T
17. D
18. C
19. B
20. A
21. C
22. B
23. A
24. C
25. D
26. C
27. D
28. I
29. B
30. M
31. G
32. C
33. J
34. E
35. F
36. D
37. H
38. L
39. K
40. A

41. Infants learn perceptual concepts like object constancy, object concept, and depth perception.
42. Mental growth is aided by worthwhile experiences. Vocabulary also aids mental growth by helping a person to better understand what is communicated in both speech and writing. Mental growth and vocabulary seem to support each other. Language also aids social-emotional development, because language is a tool for expressing feelings so others can understand. Language also seems to be more acceptable than physical expressions of feelings in many social situations. For example, saying, "I was using the crayons first!" is considered more acceptable than hitting or snatching in an effort to get the crayons back.

Errors in Perception

Name ______________________ Date __________ Period ____________

Perceptual development depends on information that comes to you through your senses. Of course if your sense organs are not perfect (for example if you have poor eyesight), the information sent to your brain is less than perfect. People are likely to make other errors in perception just because they are human. Answer the following questions in the spaces below. (Be honest with yourself!)

1. **Visual Perceptual Errors**
   Look at each of these figures and respond to the questions:

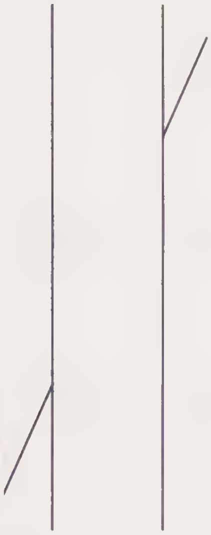


Figure 1

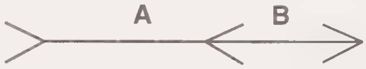


Figure 2

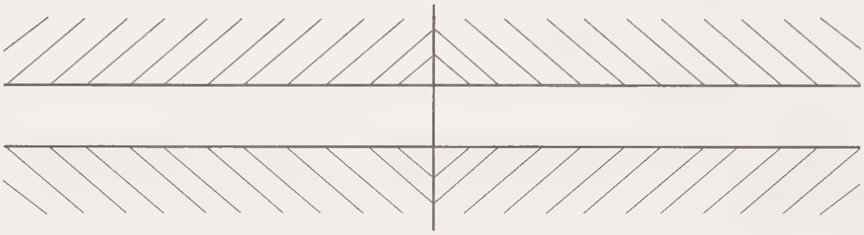


Figure 3

   a. In figure 1 do the slanting lines look as though they would meet when extended inward? _____ Use a straight edge. Do they meet? _____
   b. In figure 2 do line segment A and line segment B appear to be the same length? _____ Measure them. Are they the same length? _____
   c. In figure 3 do the two lines seem to run exactly parallel to each other? _____Measure them. Are they exactly parallel? _____

2. **Auditory Perceptual Errors**
   a. When you hear the sound of a moving jet, where is the jet? ______________________
   b. What was the error of the child who heard church members sing, "Gladly, the cross I bear," and who later drew a picture of "Gladly, the cross-eyed bear"? ______________________
   ____

3. **Tactual Perceptual Errors**
   Try this experiment. Fill three basins of water—one hot, one lukewarm, and one cold.
   a. Plunge one hand into the hot water and then into the lukewarm water. How does the lukewarm water feel?
   ____
   b. Plunge the other hand into the cold water and then into the lukewarm water. How does the lukewarm water feel? ______________________

(Continued)

Errors in Perception *(Continued)*

Name ______________________________

4. **Using Perceptual Errors**
   a. How does an interior decorator use perceptual errors to make a small room seem larger or smaller?

   ____

   ____

   ____

   ____

   b. How does a fashion designer use perceptual errors to downplay figure flaws? ______________________________

   ____

   ____

   ____

   ____

   c. What entertainment area(s) is(are) based solely on perceptual errors? ______________________________

   ____

5. Look up the term *illusion* in your dictionary. What does it mean? ______________________________

   ____

6. What are some possible synonyms for the term *illusion?* ______________________________

   ____

   ____

7. Respond to the old saying "Seeing is believing." ______________________________

   ____

   ____

   ____

   ____

Observation: Children Learn to Communicate

Name ______________________ Date __________ Period ____________

Children communicate in many ways. Observe the communication methods of several children ages two and under. Write your response to the information requested.

1. Names and ages of children observed ______________________________

2. Location of observations ______________________________

3. In what ways did the children communicate? ______________________________

4. What words did they use? ______________________________

5. Give examples of any reduplication babbling you may have heard. ______________________________

6. Can anyone understand what the children are "saying" or do you think only those who are in close association with the children understand them? ______________________________

7. Give examples of any passive vocabulary observed. ______________________________

8. Time observation began __________ Time observations completed __________

Intellectual Development of the Infant

Name ____

Date __________________________ Period _____________ Score _______________

Chapter 8 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Infants do not really want to learn, but the environment pressures them to learn.

T F 2. New and repeated experiences are necessary for learning.

T F 3. Perception is dependent on the maturing of the sense organs.

T F 4. If two people share an identical environment, their perception of that environment would also be identical.

T F 5. Reduplication babbling is an important step in language development.

T F 6. Cognition is a more advanced mental behavior than is perception.

T F 7. The first stage of Piaget's cognitive development is called the *accommodation stage.*

T F 8. A very bright child can skip some of the earlier stages of mental development.

T F 9. Reflexes are the basis of all learnings in the first stage of mental development.

T F 10. Before babies are a year old they can see a connection between what they do and what happens.

T F 11. Generally, babies want to and are eager to learn.

T F 12. Babies come into the world using all of their sense organs and react to stimuli with certain reflexes.

T F 13. Depth perception is developed to a great extent in the first year of life.

T F 14. Infants may "talk" through crying and cooing.

T F 15. All normal babies talk before the end of the first year.

T F 16. Infants can tell differences between high- and low-pitched sounds at birth.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 17. Intellectual development consists of _____.
- A. how people learn
- B. what people learn
- C. how people express what they know through language
- D. All of the above.

________ 18. Which of the following is not true of learning?
- A. A person learns by trying to cause actions to happen.
- B. A person learns by trying to figure out what is happening.
- C. A person learns without exerting any effort.
- D. A person learns by using his or her sensory organs.

________ 19. Perceptual learning during infancy does not involve _____.
- A. organizing information that comes through the senses
- B. giving names to objects
- C. the speed in which people organize information
- D. the way that people select from among sensory experiences

(Continued)

Name ________________________________

________ 20. Babies do not prefer _____.

A. highly complex over moderately complex objects
B. slow-moving over stable objects
C. patterned over solid-colored objects
D. 3-D over 2-D objects

________ 21. The major theorist who described children's mental development is _____.

A. Erikson
B. Freud
C. Piaget
D. Maslow

________ 22. The concept of knowing that an object exists even when it no longer can be seen, felt, or heard is called _____.

A. object constancy
B. object permanence
C. perception
D. cognition

________ 23. The first stage of mental development is called the _____.

A. sensorimotor stage
B. preoperational stage
C. concrete operations stage
D. formal operations stage

________ 24. In the first stage of mental development, infants learn primarily through their _____.

A. senses
B. motor skills
C. senses and motor skills
D. own reasoning

________ 25. Concepts change from _____.

A. simple to complex
B. concrete to abstract
C. incorrect to accurate
D. All of the above.

________ 26. Babbling is _____.

A. a jumble of sounds
B. a "word" understood only by a baby's parent(s)
C. a combined consonant and vowel sound
D. All of the above.

________ 27. First words come rather directly from _____.

A. cooing
B. gestures
C. simple babbling
D. reduplication babbling

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 28. consists of what people learn and how they express what they know through language

________ 29. knowing

________ 30. a time in which infants use their senses and motor skills to learn and to "talk" to others

________ 31. to copy or mirror the actions of another person

________ 32. idea formed by combining what one knows about a person, object, place, quality, or event

________ 33. concept that people, objects, and places still exist even when they are no longer seen, felt, or heard

________ 34. the sensory ability that keeps you from stepping off a cliff

________ 35. concept of a particular person, object, place, or event in a person's life, such as a child's concept of his or her own dog

________ 36. a light, happy sound often made by babies around two months of age

________ 37. changes in pitch used to express happiness, demands, and questions

________ 38. repeating the same syllable over and over

________ 39. words that a person understands, whether the words are or are not used in talking

________ 40. words that a person uses in talking and/or writing

A. active vocabulary
B. cognition
C. concept
D. cooing
E. depth perception
F. object identity
G. imitating
H. inflections
I. intellectual development
J. object permanence
K. passive vocabulary
L. reduplication babbling
M. sensorimotor stage

► Essay Questions: Provide complete responses to the following questions or statements.

41. What are the major object concepts infants learn in the first year?

42. What is the relationship of language to mental growth and social-emotional growth?

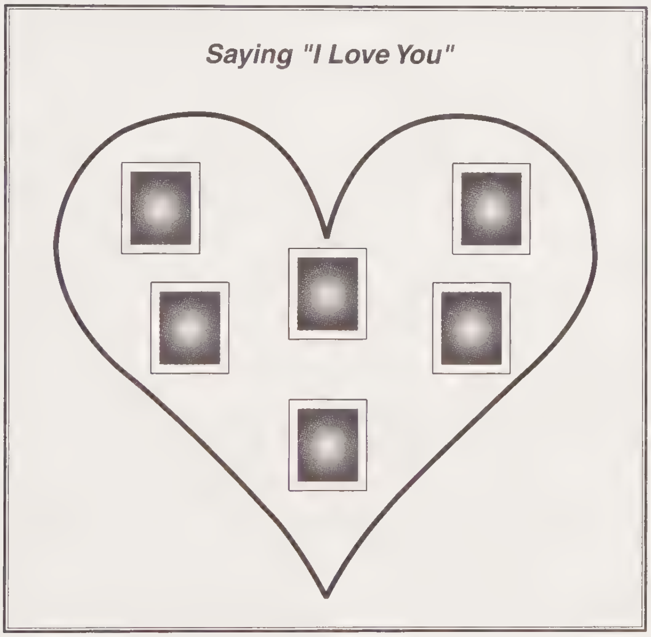
Social-Emotional Development of the Infant

9

Objectives

After studying this chapter, students will be able to
- ❍ identify temperamental differences in babies.
- ❍ describe the infant's major first-year social tasks.
- ❍ explain the roots of four emotions–love, fear, anxiety, and anger.

Bulletin Boards



I. Title: "Saying I Love You"

Illustrate the bulletin board with pictures showing ways people may show an infant affection, such as smiling, holding, and hugging. Writing captions may help clarify the meanings of pictures.

II. Title: "Babies Express a Wide Range of Emotions"

On the bulletin board place the following words in bold letters: *love, fear, anxiety,* and *anger.* Leave space for students to add pictures, sayings, or illustrations that depict babies experiencing each emotion.

Teaching Materials

Text, pages 170-180
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Difficult Babies Make Parenting Stressful*
B. *Building a Trusting Relationship*
C. *Observation: Attachment Behaviors*
D. *Helping to Ease Separation Anxiety*

Teacher's Resource Guide/Binder
Infant Needs, reproducible master 9-1
Chapter 9 Test

Teacher's Resource Binder
Pleasant versus Unpleasant Emotions, color transparency 9-1

Introductory Activities

Case Study

Your best friend has a child, Isaac, who is nine months old–the same age as your child. Raul, your child, is active and aggressive, socializing well with people in his environment. Isaac is quiet and cries when people talk to him. He prefers to be with his parents. Your friend wants Isaac to be more sociable, like Raul. What do you suggest?

Motivational Exercises

1. Have a class debate on the statement "The personality you are born with is the personality you have throughout life." Students should cite examples that support or do not support the statement. After reading the text discussion on temperamental differences discuss the issue again.
2. Ask students whether they know children who fit into the temperament categories of easy, slow to warm up, or difficult. Students should give characteristics of the children that fit each description.

Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Temperamental Differences in Infants

3. **RT** Instruct students to look up the origin of the word *temperament* in a dictionary. The origin of the word *temperament* is further explained by the meaning of the term *humor.* (Students should look up this term as well.) Ask students whether the term *temperament* is more often used positively or negatively, as in the description "temperamental artist."
4. **EX** Students should brainstorm a list of words that describe a person's disposition.
5. **RF** *Difficult Babies Make Parenting Stressful,* Activity A, SAG. Discuss with students positive responses to the descriptions of difficult babies.
6. **RT** Ask students how parents can distinguish between a "difficult" child and ineffective parenting. Discuss answers in class.

The Infant's Growing Social World

7. **ER** Have students list categories of social relationships with which children must eventually cope, such as relationships with family members and neighborhood friends. You may have students diagram the expanding social world with concentric circles.
8. **RF** Using specific examples, discuss with students how parents can affect a baby's social development in the first year.

Interacting with Others

9. **ER** Students should ask a parent to share stories of interactions between an older child and an infant. Students should then write a newspaper or magazine-style article on how infants interact with older children.
10. **EX** Ask students whether they remember any interactions with grandparents when they were little. What part do they feel grandparents should play in the life of grandchildren?
11. **RT** Discuss with students what can happen to children when they have few children and others with whom to interact.
12. **ER** Guest speaker: Invite the father of an infant to discuss how he spends time with his child. The father might focus on how his interactions are the same as, or different from, a mother's interactions.

Learning to Trust

13. **RT** Ask students to explain why Erikson believes trust is the basis of social interaction.
14. **RT** Students should discuss how they feel when their basic needs are met and there is a sameness in their environment versus when they are hungry, tired, and cold and are in a different environment. Compare this to the way children develop trust and mistrust.
15. **RF** *Infant Needs,* reproducible master 9-1. Students should compare Erikson's "Basic trust versus basic mistrust" stage to Maslow's "Hierarchy of human needs." Students will need to use the text and other resources to research the theories.
16. **RT** Discuss with students why it is important to keep babies' environments somewhat the same and what parents can do to provide this consistency.
17. **RF** *Building a Trusting Relationship,* Activity B, SAG. Ask students to give specific examples of how adults can provide for the consistency children need to develop trust.
18. **RF** Ask students to complete the following sentence: "Babies learn to trust others and believe in their world when ..."
19. **RF** Instruct students to demonstrate with a real baby or doll a physical care task that is done with slow, cuddling movements and a quiet voice rather than with impatience and a hurried attitude.

Showing Attachment

20. **RT** Ask students to respond to the following questions: What is(are) the value(s) of feeling close to another person? Do babies receive this (these) value(s) from attachment to adults? What are some of the pros and cons of single attachment versus multiple attachments?
21. **ER** Panel discussion: Invite several parents to discuss expressions of love between parents and infants. Parents should discuss ways they show love to their children as well as ways the infants show love to them.
22. **ER** *Observation: Attachment Behaviors,* Activity C, SAG. Students should observe the way or ways a child expresses strong feelings for others.
23. **RT** Ask students to explain how feelings of attachment can help babies' mental development.

Infants Express Emotions

24. **RT** For each emotion (love, fear, anxiety, and anger), ask students for two examples of a thought that can trigger the emotion and a change in the body.
25. **ER** *Pleasant versus Unpleasant Emotions,* color transparency 9-1. Use this color transparency to present the concept of emotions and babies. Have students defend or refute the following statement: People need to express a range of emotions—from happy to unhappy—for healthy emotional development. Students should also address the issue of

whether a person can express unhappy emotions in age-appropriate ways. If students believe this is true they should give examples.

26. **RF** Students should make a chart of emotional development during the first year of life. They could use the following age categories: 0 to 3 months, 3 to 6 months, 6 to 9 months, and 9 to 12 months. Instruct students to chart the emotions of love, fear, anxiety, and anger. They should list actions seen as evidence of the emotion on the chart. (For example, evidence of fear at 0 to 3 months might be seen in the jerk or startle reflexes.)

Love

27. **ER** Instruct students to write a short paper on how their concept of love differs from that of an infant.
28. **RT** Ask students to describe some objects that adults become attached to that are somewhat similar to the baby's attachment objects, such as pacifiers, blankets, etc.

Fear

29. **RT** Ask students why they think babies are not afraid of young children.
30. **EX** Have students analyze and discuss how an adult can instill enough fear to increase a child's safety and still avoid making a child overly afraid.
31. **RT** Discuss with students how fear can affect motor and mental growth.

Anxiety

32. **RT** Ask students whether they think adults have more anxieties or more fears. Explain.
33. **EX** Students should explore ways to deal with children who have strong separation anxieties. Ask students to explain what a babysitter should do when a child cries and cries as a parent leaves. How can the babysitter ease the child's fear and anxiety?
34. **RF** *Helping to Ease Separation Anxiety,* Activity D, SAG. Instruct students to write suggestions for adults to help relieve separation anxiety.

Anger

35. **RT** Students should examine the three major conditions under which babies show anger. Ask students what the underlying reason is for anger in all these situations.
36. **EX** Instruct students to compare adult anger to infant anger. Students should answer the following questions: Are there similarities between adults and infants in the underlying reasons for anger? Do adults, like infants, show a variation in the frequency and intensity of their anger?
37. **RT** Discuss with students possible problems that occur when adults model anger in response to a baby's anger.

Answer Key

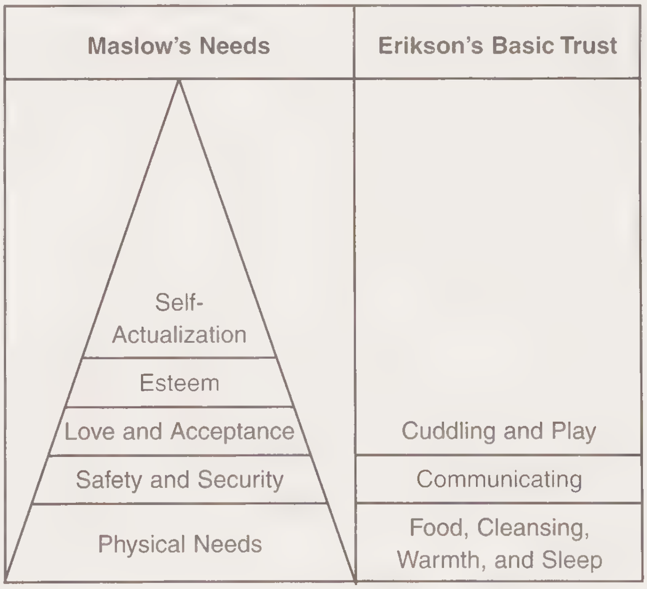
Text

To Review, page 178

1. true
2. (Name two:) heredity, prenatal conditions, ease of birth, environment after birth
3. cries, coos, and smiles
4. true
5. false
6. e
7. (List two:) trying to stay close to the adult, following the adult, clinging to the adult, smiling at the adult, crying for the adult, calling to the adult
8. false
9. d
10. false
11. comes from good physical care: a; is often taught by hearing adults say "No! That will hurt you!" b; is seen as a reaction to being held against their will: d; is similar to attachment: a; in its early form may be the startle reflex: b; is not seen as a response to unknown children: b; is closely related to fear: c; may be a reaction to an adult trying to distract a hungry or tired baby: d

Teacher's Resource Guide/Binder

Infant Needs, reproducible master 9-1



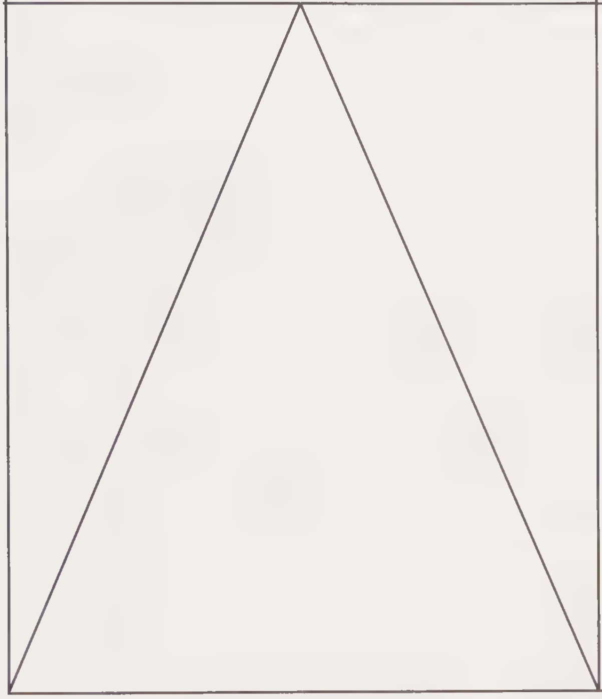
Chapter 9 Test

1. F
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. T
10. F
11. T
12. T
13. F
14. F
15. A
16. C
17. B
18. D
19. D
20. D
21. C
22. C
23. A
24. A
25. D
26. E
27. F
28. G
29. D
30. A
31. B
32. C
33. Babies have the physical abilities to send signals of distress and pleasure to others, such as through smiling and crying. Babies also have mental abilities to locate the direction of the human voice, to move in rhythm to human speech, and to learn meanings of the social messages others send.
34. Emotions require mental understandings. For example, babies must know adults help them before love can develop. They must know they can be hurt before fear develops. Babies must understand others may leave before anxiety develops. Babies must understand their own goals cannot be met before frustration and anger develop. Emotions result in changes in hormone levels, which lead to involuntary physical changes in the body. Examples include increased heart rate and expanded eye pupils during fear and anger.

Infant Needs

Name ______________________ Date ____________ Period ______________

Research Erikson's Components of "Basic Trust versus Basic Mistrust" and Maslow's "Hierarchy of Human Needs." On the chart below, show the relationship between the components of the two theories. Write a short explanation underneath. List the resources you used below your explanation.

Maslow's Needs	**Erikson's Basic Trust**
	

Resources Used

Social-Emotional Development of the Infant

Name ____

Date ________________________ Period ____________ Score ______________

Chapter 9 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Social-emotional development is slow in the first year.

T F 2. Babies who are "slow to warm up" take longer to adapt than do "easy" babies.

T F 3. "Difficult" babies are mainly spoiled.

T F 4. Babies know how others feel about them by the way they are looked at and held.

T F 5. The rate of social development increases with advanced motor skills.

T F 6. A person's disposition is a part of his or her social-emotional development.

T F 7. According to Erikson, feelings of trust or mistrust in infants do not affect feelings toward others in later life.

T F 8. Mistrust in the parent-child relationship often leads to a generalized feeling of mistrust.

T F 9. Bonding is an attachment feeling.

T F 10. Babies who show strong attachment behaviors are more attached to their parents than babies who show less intense attachment behaviors.

T F 11. Because thinking changes, the situations that cause emotions change over the years.

T F 12. Emotional responses should change as a person matures.

T F 13. Caring very much for a blanket, pacifier, or toy is seldom seen in babies and can even be abnormal.

T F 14. Babies have an attachment to their parents immediately after birth.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 15. Which of the following statements is most accurate?
- A. Temperament joined with a person's environment shapes personality.
- B. Culture shapes personality.
- C. Genes shape personality.
- D. Parents and other adults shape personality.

________ 16. Social development is shaped by _____.
- A. how adults affect babies
- B. how babies affect adults
- C. how adults and babies affect each other
- D. None of the above.

________ 17. Quickly soothing a crying baby _____.
- A. increases cooing and babbling responses
- B. reduces crying
- C. increases crying as a way to get attention
- D. spoils the baby

(Continued)

Name ____

________ 18. Babies interact with other young children by _____.
A. watching them
B. following them
C. playing with toys laid down by them
D. All of the above.

________ 19. A baby's trust is built by _____.
A. meeting a baby's needs without too much delay
B. meeting a baby's needs each time
C. providing a sameness in the baby's environment
D. All of the above.

________ 20. Emotions involve _____.
A. thoughts
B. feelings
C. changes in the body
D. All of the above.

________ 21. Babies' early responses to their world are _____.
A. general distress
B. general excitement
C. general distress and excitement
D. love, fear, anger, and anxiety

________ 22. Fear in babies is caused by _____.
A. encountering the unknown
B. learned from direct experience
C. Both of the above.
D. None of the above.

________ 23. Anxiety is _____.
A. concern about the future
B. a neurotic fear
C. a needless emotion
D. All of the above.

________ 24. With time, anger becomes _____.
A. more directed toward a certain person or object
B. less directed toward a certain person or object
C. more intense
D. more physical

________ 25. Fear _____.
A. has its roots in some of the reflexes
B. is directed toward the unknown
C. is learned from direct experiences and from others stating what will happen
D. All of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 26. consists of a person's basic disposition as well as learning to interact with others and showing feelings

________ 27. tendency to react in a certain way to the environment

________ 28. most basic stage of social-emotional development according to Erikson

________ 29. fear of being left alone

________ 30. proper, normal ways to express emotions at a certain age

________ 31. needing or wanting others to fulfill a person's needs

________ 32. wanting to do tasks for yourself

A. age-appropriate behaviors
B. dependence
C. independence
D. separation anxiety
E. social-emotional development
F. temperament
G. trust versus mistrust

► Essay Questions: Provide complete responses to the following questions or statements.

33. What beginning tools for social development do babies possess?

34. Explain how emotions are closely tied to the mental and physical aspects of development.

Providing for the Infant's Developmental Needs

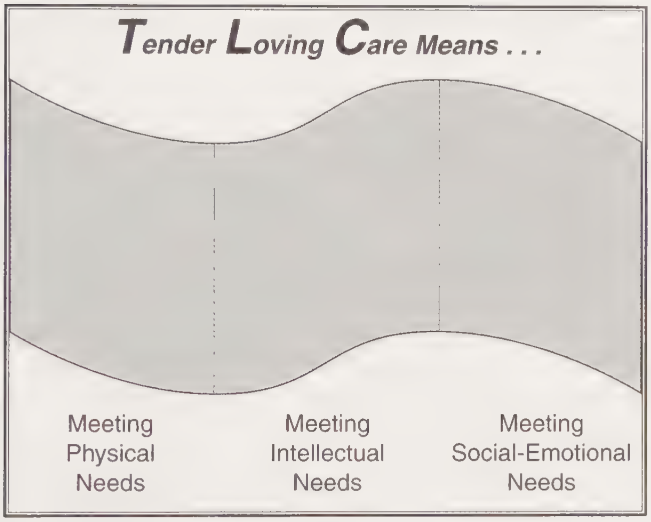
10

Objectives

After studying this chapter, students will be able to

- plan ways to meet the developmental needs of babies in their first year.
- care for babies' physical needs.
- stimulate babies' mental development.
- enhance babies' growing awareness of themselves.

Bulletin Boards


Tender Loving Care Means . . .
Meeting Physical Needs
Meeting Intellectual Needs
Meeting Social-Emotional Needs

I. Title: "Tender Loving Care Means . . ."

Place a large piece of pastel paper across the center of the board to resemble a section of ribbon. Divide the ribbon into thirds. Place one of the following labels under each third: "Meeting Physical Needs," "Meeting Intellectual Needs," and "Meeting Social-Emotional Needs." Have students draw or collect pictures that show adults meeting these needs with infants. Place the pictures in the appropriate sections of ribbon.

II. Title: "Establish Routines but Keep Them Flexible"

Place a picture of a large clock in the center of a bulletin board. Around the edge place the words *Sleeping, Bathing, Feeding, Napping, Playing.*

Teaching Materials

Text, pages 182-206
To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *Foods Babies Should Not Eat*
B. *Choices in Baby Foods*
C. *Wise Clothing Choices*
D. *Play Throughout the House*
E. *Babies Need an Enriched Environment*

Teacher's Resource Guide/Binder

Successful Caregivers Survey, reproducible master 10-1
Sensory Stimulation Activities, reproducible master 10-2
Problem-Solving Activities, reproducible master 10-3
Babies Solve Problems, reproducible master 10-4
Gross-Motor and Fine-Motor Games, reproducible master 10-5
Action Rhymes, reproducible master 10-6
Meeting Infant's Developmental Needs, transparency master 10-7
Chapter 8 Test

Teacher's Resource Binder

Spatial Concepts, color transparency 10-1

Introductory Activities

Case Study

Sophia is working at a child care center 20 hours a week to help with her college expenses. She works with children between the ages of four months and one year. One of the center's policies is to hold daily five-minute conversations with parents about children when a parent arrives to take his or her child home. How can Sophia help the children described here? How should Sophia discuss each child's situation with his or her parent? *Homer* is 8 months old and shows extreme separation anxiety. *Grace* is 6 months old and has a calm, passive, and gentle temperament. She is content to sit for long periods of time, and the center staff would like to stimulate her to be a bit more aggressive. *Maria* is 11 months old and afraid of all new experiences. *George* is an aggressive child. He has started to bite other children as well as push and yell at them.

Motivational Exercises

1. Ask students to discuss experiences they have had caring for babies less than 1½ years old. What were some enjoyable experiences? Which experiences were more difficult? How do they like being around children this age?
2. *Successful Caregivers Survey,* reproducible master 10-1. Invite students to interview caregivers and record hints to ease difficulty or solve problems in caring for infants. Have students share their findings with the class in the following order of topics: feeding, weaning, clothing, diapering, bathing, providing rest and sleep time, establishing routines, providing sleep and play spaces, meeting intellectual needs, and meeting social-emotional needs.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Physical Needs

3. **RT** Ask students to give some examples of how babies, children, and adults suffer mentally and socially-emotionally when physical needs are not met.
4. **RF** Students should list the physical needs of babies in the first year. Students should compare babies' needs with those of adults.

Feeding and Weaning

5. **EX** *Choices in Baby Foods,* Activity B, SAG. Prepare homemade baby food with students. Students should compare the homemade food with similar commercially prepared foods.
6. **ER** Invite students to interview several parents about when and how they weaned their babies. Students should ask about difficulties parents experienced in the weaning process. Instruct students to write a paper based on their findings.
7. Instruct students to observe a baby self-feeding. Students should note how the baby holds the food, the speed of the self-feeding, problems the baby encounters, and the mess at the end of the feeding. Have students share their findings in class.
8. **RF** *Foods Babies Should Not Eat,* Activity A, SAG. Students should give reasons why babies should not eat the foods listed.

Clothing

9. **RF** *Wise Clothing Choices,* Activity C, SAG. Instruct students to select several garments for a baby and rate various features of each garment.
10. **RT** Discuss with students why infants do not need shoes and why some shoes might even be harmful for infants.
11. **ER** Guest speaker: Invite a pediatrician or a children's allergy specialist to speak about recommended fabrics for baby clothing and products.

Diapering a Baby

12. **EX** Instruct students to compare the costs of cloth and disposable diapers, then prepare a pros and cons chart for each.
13. **RF** Students should list all the reasons they can for interacting with babies during diapering.

Tub Bathing

14. **ER** Ask students to set up a display of types of bathing equipment. Students should discuss the advantages and disadvantages of each type.
15. **RF** Using a real baby or a doll, demonstrate the procedure for a tub bath. Include interactions with the baby. Have students try the procedure with a doll.

Establishing Routines

16. **RT** Discuss with students the advantages of a schedule in their life. Ask students whether these advantages apply to a baby.
17. **EX** Instruct students to compare the schedules of three or four parents who have babies of differing ages (from one month to one year). Students should analyze how activities change with time. How does time spent on activities change?

Rest and Sleep

18. **RT** Ask students to explain why the mental understanding of object permanence causes babies to cry at night.
19. **RT** Discuss with students the suggested procedure for handling a crying baby at night. Ask students what problems they can foresee when adults stay with babies all night or even play with them during the family's sleeping hours.

Sudden Infant Death Syndrome

20. **ER** Students should research different theories of causes of Sudden Infant Death Syndrome.

Places for Sleep and Play

21. **RF** *Play Throughout the House,* Activity D, SAG. Students should collect or make toys that are suitable for play in different areas of the house. Invite students to ask a parent of a seven-month- to one-year-old baby to use the toys and provide feedback.

22. **ER** Field trip: Arrange for students to visit a child care center with a room designed for infants. Have a center representative discuss what types of toys, objects, and activities are used with the infants and which seem to be the most popular.

Intellectual Needs

23. **EX** Have students explain the rationale for each of the following points: (a) Activities are not "special" in themselves–the warmth and feelings parents and others have for babies seem to make games worthwhile. (b) Activities for babies are best woven into the routines of the day. (c) Babies' own activities should not be stopped in order to play games adults have planned.
24. **RF** *Babies Need an Enriched Environment,* Activity E, SAG. Instruct students to write a newspaper article on the difference between providing an enriched environment for babies and teaching babies directly.

Activities to Stimulate the Senses

25. **RT** Review with students the changes in babies' perceptual preferences (as presented in chapter 8). Students should write a list of these changes.
26. **RT** *Sensory Stimulation Activities,* reproducible master 10-2. Use this master to show students sensory stimulation activities that are easy to do with babies. Encourage them to try to think of others.
27. **ER** As an individual or small group project, suggest that students make the materials for one or more "games," such as a mobile, wind chime, face hoop, play quilt, or sound can. Students can then donate their projects, with instructions and safety rules, to an infant program or hospital.

Problem-Solving Activities

28. **RT** *Spatial Concepts,* color transparency 10-1. Use this transparency to introduce one example of the relationship of objects within space.
29. **RT** *Problem-Solving Activities,* reproducible master 10-3. Use this master to show students various types of problem-solving activities. This may help students think of other ways babies can solve problems.
30. **ER** *Solve Problems,* reproducible master 10-4. Have students try three of the problem-solving activities from this chapter with a baby between the ages of six months and one year.

Motor Activities

31. **RT** Have students explain how motor activity aids babies' mental and social development.
32. **RT** *Gross-Motor and Fine-Motor Games,* reproducible master 10-5. Use this master to show students various ways babies can use their gross-motor and fine-motor skills. Ask students to brainstorm other ways babies can use their motor skills.

Language Activities

33. **RT** Discuss with students the importance of reading and talking to a child every day.
34. **RT** *Action Rhymes,* reproducible master 10-6. Use this master to show students a number of action rhymes. Encourage students to think of others to add to the list.
35. **ER** Instruct students to try one or more of the language games from this chapter with a baby or with a number of babies. Students should write their plans for trying the games before they work with the babies. Students should carefully record all of their observations and present them to the class.

Social-Emotional Needs

36. **RT** Have students review the key interactions of babies in their social worlds during the first year as discussed in chapter 9.
37. **RT** Discuss with students how parents can help their young children meet their social-emotional needs.

Baby-Adult Interaction

38. **RT** Discuss with students typical adult-child interactions with a baby who is "easy," "slow-to-warm-up," and "difficult."
39. **RT** Discuss with students how adults come to feel loved and valued by their children. Ask students whether they think a baby's love that grows out of the love and attention of the adult differs from the origin of adult love for someone.

Helping Babies Develop Their Self-Awareness

40. **RF** Ask students to define *self-awareness.* Students should list what a person learns about himself or herself to develop self-awareness. Students should also describe what babies learn about themselves to learn self-awareness.
41. **RT** Have the class discuss why a baby must feel "possession" before he or she can "share." Students should discuss the following questions: Are there possessions you do not want to share with anyone? How do you think babies or young children feel when they are asked to share everything?
42. **RT** *Meeting Infant's Developmental Needs,* transparency master 10-7. Ask students to suggest answers aloud to each of the situations presented. Cover other questions while a specific question is being discussed.

Handling Special Problems

43. **ER** Invite students to interview a pediatrician about recognizing serious health problems that need professional help.
44. **EX** Have students explain how getting away from child care responsibilities for a short time may benefit an adult caregiver as well as the baby.

Recognizing Developmental Delays

45. **RT** Ask students to prepare a list of common developmental delays in infants.
46. **ER** Ask a pediatrician to speak to the class about how he or she recognizes developmental delays in infants. Have students prepare a list of questions in advance.

Answer Key

Text

To Review, pages 204-205

1. physical
2. (List three): A baby cannot digest complex nutrients found in solids. Starting solids too early may cause allergy problems. Some solids have too much sodium. Solids may be too high in calories. Jaw and throat muscles must develop before swallowing solids is easy and safe. During spoon feeding, a baby cannot be held and given the warm feeling of physical closeness that he or she receives during bottle- or breast-feeding. Babies do not need solids for nutritional reasons in the first half year.
3. a, c
4. false
5. (Student response.)
6. true
7. b. watching for signs of each baby's interest in certain experiences
    a. repeating games many times over several months
    b. letting babies try things for themselves
8. false
9. true
10. (List two): Talk to a baby. Ask questions as you talk. Pronounce words correctly. Talk about baby's everyday world as babies begin to understand their world.
11. (Student response.)

Student Activity Guide

Foods Babies Should Not Eat, Activity A

See chart 10-4 in the text for answers.

Teacher's Resource Guide/Binder

Chapter 10 Test

1. F
2. T
3. F
4. F
5. T
6. F
7. F
8. F
9. F
10. T
11. F
12. T
13. F
14. T
15. F
16. T
17. T
18. F
19. F
20. T
21. F
22. C
23. D
24. B
25. A
26. B
27. C
28. D
29. C
30. D
31. B
32. B
33. D
34. E
35. D
36. H
37. I
38. B
39. F
40. J
41. C
42. G
43. A
44. (Student response.)
45. (Student response.)
46. Using the baby's name during happy times gives the baby positive feelings about his or her name.

Successful Caregivers Survey

Name ____________________________ Date _____________ Period ________________

Interview caregivers to find out helpful hints to ease difficulty or solve problems in caring for infants. Focus your interview on hints in one or two of the following areas: feeding, weaning, clothing, diapering, bathing, providing rest and sleep time, establishing routines, providing sleep and play spaces, meeting intellectual needs, and meeting social-emotional needs. The following questions will help you. (Be sure to focus your specific questions on one of the areas listed above.)

1. Are there areas of caring for your infant (feeding, bathing, etc.) that used to be difficult for you but are easier now?
2. What are some techniques you tried to make those tasks easier?
3. Did some of the techniques work more successfully than others?
4. How did the successful techniques make tasks easier?
5. Which of these techniques would you recommend as helpful hints to another caregiver?

Interview Notes

Helpful Hints

(For each hint, give the area of care to which the hint applies.)

Reproducible Master 10-2

Sensory Stimulation Activities

Name ______________________ Date __________ Period ____________

The following activities can be used with children to help them learn to notice and discover more about their environment.

Activity	**Senses**
Music Sing and play music from a radio, tape, or compact disc.	*Hearing*
Play Quilts Make a play quilt for baby using fabrics with many different patterns, colors, and textures.	*Sight and touch*
Find the Bell Ring a bell while the baby is not watching. When the baby looks in the correct direction, show him or her the bell while ringing it again.	*Hearing*
Sound Tour Carry the baby on a sound tour of the house. Do not make loud sounds, such as turning on a vacuum cleaner. Instead, use sounds like a note or two on the piano, wind chimes, a music box, a clock that strikes on the hour, a closing cabinet door, and a doorbell.	*Hearing*
Floating Toys Babies enjoy watching toys in the bathtub. Use clean, empty plastic detergent or shampoo bottles as well as toys made for the tub.	*Sight*
Feeling Tour Feel and touch objects with different textures.	*Touch*
Food As babies eat solid foods, talk about the senses they are using. You may say statements like, "Doesn't this smell good?" or "See the orange carrots."	*Sight, touch, smell, and taste*

Problem-Solving Activities

Name ______________________ Date __________ Period ____________

The following activities can be used to help children see the relationship of objects within space or the relationship of a person's body to objects in space.

Spatial Relationship Activities

Get the Toy

Place a toy between two objects, such as between two chairs or a chair and a wall. Then have the baby get the toy. Each time you play the game change the space between the two objects. The baby should learn when there is enough space to crawl between two objects and when there is only enough space to reach for the toy.

Right Side Up

Show the baby a known object–such as a doll or picture—that is upside down. See whether the baby will turn the object or picture right side up. Try this while reading books, too.

Up, Down, and Around

Lift the baby up and say, "Up (baby's name) goes." As you lower the baby, say, "Down (baby's name) comes." Repeat several times. (Never toss and catch a baby.) Next, hold the baby close to your body and as you turn around say, "Around and around (baby's name) goes."

Object Permanence Activities

The following activities help children see that objects, people, and places still exist even when they can no longer be seen, heard, or felt.

Hide the Teddy Bear

Hide a teddy bear or another object in a place where it is easy to find. Gradually hide it in a more difficult place as the baby watches you hide it. Then say, "Where did the bear go? Here's the bear!"

Peek-a-Boo

Cover your eyes and say, "Where did (baby's name) go?" Uncover eyes and say, "Peek-a-boo, I see you!" Repeat several times. Then cover baby's eyes lightly with your hand or a small cloth draped over the baby's head and eyes. Say, "Where did (given name, such as Daddy) go?" Then uncover the baby's eyes and say, "Peek-a-boo, here I am." After a few times the baby will remove the eye cover.

Using Objects as Tools

The following activities help children see and understand how objects can be used in different ways to help them reach their goals.

Cause and Effect

By using a drum and drumsticks baby can see the cause and effect of the beating. An oatmeal box and stick can also be used for drum beating. The sound can be made louder or softer.

Using a Stepping Stool

Baby can use a small stepping stool or chair to reach other objects. Be sure the baby is safe and only reaches safe objects.

Babies Solve Problems

Name ______________________ Date ____________ Period ______________

As sights, sounds, textures, odors, and tastes reach a baby's senses, the world must seem confusing. Because babies do not like confusion they try to order their world by making rules about how their world works. Look at the problem-solving activities from this chapter. Choose one from each category to try with a baby between the ages of six months and one year. In the space below record the baby's actions and the rule he or she may have learned from the activity.

Age and gender of baby ________________

1. Spatial Relationship

   Activity chosen ____

   Actions observed ____

   ____

   ____

   Rule baby may have learned ____

   ____

   ____

2. Object Permanence

   Activity chosen ____

   Actions observed ____

   ____

   ____

   Rule baby may have learned ____

   ____

   ____

3. Using Objects as Tools

   Activity chosen ____

   Actions observed ____

   ____

   ____

   Rule baby may have learned ____

   ____

   ____

Gross-Motor and Fine-Motor Games

Name ____________________________ Date _____________ Period ________________

The following activities can help improve and strengthen baby's large muscles and help with small-muscle coordination.

Gross-Motor Games

Getting Objects

While the baby is watching, roll or move any toy or safe object out of the baby's reach. Encourage the baby to get the object. As the baby's motor skills improve increase the distance between the baby and the object.

Splashing in Water

Splashing in a tub or pool helps the baby improve motor skills. Babies should be supervised by an adult at all times when in or near water. The adult can hold the baby and encourage the baby to splash and kick.

Rolling the Ball

Use a large ball for baby to roll or push, then run after it.

Fine-Motor Games

Crib Gym

Adults can buy a commercial crib gym or make one using safe objects like squeeze toys or rattles. Change objects to keep the baby's interest.

Pick up Cereal

After the baby is eating solids, place softer dry cereal on the high chair tray or in a bowl. Baby needs to use good finger dexterity to pick up each piece and place it in the mouth.

Pull on the String

Tie a plastic ring to a string. On the other end of the string tie one of the baby's toys. The baby has to pick up the string with the ring in order to pull the toy.

Play with Blocks

Stack blocks on top of each other. After stacking the blocks gently push them over and watch them tumble.

Action Rhymes

Name ______________________ Date __________ Period _____________

Children love to move to music. The following songs combine the rhythm of language with a few motor actions. Think of another song that combines language and motor skills and add it to the list.

Jack Be Nimble

Jack be nimble, Jack be quick, Jack jump over
    (Lift baby to imitate a jump on the word jump.)
The candlestick.

Humpty Dumpty

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
    (Lower baby from lap on the word fall.)
All the king's horses and all the king's men
Couldn't put Humpty Dumpty together again.

Pop Goes the Weasel

All around the carpenter's bench
The monkey chased the weasel.
The monkey thought 'twas all in fun,
Then POP goes the weasel.
    (Lift baby up high or clap on the word POP.)

London Bridge

London bridge is falling down,
Falling down, falling down.
London bridge is falling down,
My fair lady (or gentleman).
    (Two people hold hands while others
    walk under the "bridge". Then the
    "bridge" falls down and catches one person.)

List the title of another song that combines language and motor skills. List the title, lyrics, and actions that accompany words. ____

____

____

____

____

____

Meeting Infant's Developmental Needs

Name ______________________ Date ____________ Period ____________

Describe how to handle each of the following situations:

1. You are going to give seven-month-old Carissa a bath. Describe the room and supplies you will need.

2. One-year-old Alec is weaned from his bottle. Every night he wakes up crying, and only his mother can comfort him. What should the parents do?

3. Nine-month-old Caylin has a wet diaper. Explain what you will do to change her.

4. Your friend has a 10-month-old baby. Suggest ways you can play with the baby.

5. How can you help babies begin to develop their self-awareness?

Providing for the Infant's Developmental Needs

Name ____

Date ________________________ Period _____________ Score _______________

Chapter 10 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. An adult cannot understand a baby's crying or calling signals; thus, caring for a baby is, to a great extent, guesswork.

T F 2. Watching for signs of a baby's interest in a game or toy as a clue for adult-baby play is a good way to aid a baby's mental development.

T F 3. The major goal of social relationships in the first year is to teach babies to know the members of their family.

T F 4. "Solids" refer only to foods that must be chewed.

T F 5. Adults need to watch for signs of food allergies in babies.

T F 6. The body grows three times faster in the second or third years than during the first year of life.

T F 7. Weaning should be done quickly so that babies will know they are really growing up.

T F 8. Adults should teach babies it is impolite to reject food by spitting the food back or by turning their head away from the food.

T F 9. Baby shoes help form the feet properly and protect ankles from sprains.

T F 10. The age at which babies sleep through the night varies greatly.

T F 11. A baby's bedroom should be located near the major activity areas of the house.

T F 12. Sensory stimulation activities are important for the first year.

T F 13. Motor coordination improves very slowly during the first year.

T F 14. Babies learn language mainly by imitating spoken words and by learning the meaning of spoken words as they use them.

T F 15. Adults should decide on one time each day to play language games with babies.

T F 16. If adults think of babies in positive ways, babies feel better about themselves.

T F 17. Fostering good feelings in babies leads to love and joy between adults and babies.

T F 18. Because babies are so young, they do not have problems that call for professional help.

T F 19. Babies should never be allowed to have their own way because if an adult gives in a little, babies will demand more.

T F 20. New parents tend to seek advice more often than do experienced parents, particularly on minor problems.

T F 21. Experts blame careless parenting for the Sudden Infant Death Syndrome.

(Continued)

Name ______________________________

▶ Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 22. Meeting babies' physical needs is important because _____.
- A. physical needs are basic
- B. babies need adults to help them meet their needs
- C. Both of the above.
- D. None of the above.

________ 23. Food for babies is _____.
- A. nourishment for growth and development
- B. nourishment for energy needs
- C. a source of comfort
- D. All of the above.

________ 24. Feeding guidelines for a baby's needs should come from _____.
- A. quality diets printed in various books and pamphlets
- B. advice of a physician or qualified nutritionist
- C. adult caregiver's judgments
- D. baby's likes and dislikes

________ 25. Feeding schedules mainly should fit _____.
- A. a baby's needs
- B. an adult's needs
- C. guidelines given in books and pamphlets
- D. All of the above.

________ 26. The following point about weaning is not true:
- A. The age of weaning varies from baby to baby
- B. Breast-fed babies must be weaned in one step
- C. A baby gives signs of being ready to wean
- D. A baby's physician can advise parent(s) about the best time to wean the baby

________ 27. Clothing selections for infants should be based mainly on _____.
- A. cost
- B. quality
- C. safety, comfort, and ease of care
- D. None of the above.

________ 28. Which of the following statements about routines is true?
- A. Routines are more important for adults than for babies.
- B. Establishing a routine is not healthy because babies need change.
- C. Routines can make adults nervous because they have difficulty sticking to the clock.
- D. None of the above.

________ 29. Which of the following statements about learning is the best?
- A. Adults do not need to be concerned with a baby's learning.
- B. Activities from books are the best choices for infant learning games.
- C. The warm feeling between adult and baby is more important than the games they play.
- D. Babies need someone to play with them most of the time because babies cannot play alone.

________ 30. Problem-solving activities include _____.
- A. spatial relationships
- B. object permanence
- C. use of objects as tools
- D. All of the above.

(Continued)

Name ____

________ 31. Which of the following statements about motor coordination is the best? Babies will learn to be better coordinated if they _____.
- A. wear comfortable clothes
- B. are given freedom to move
- C. play motor games the adult prepares
- D. are not overweight

________ 32. In the first year of life, social-emotional development _____.
- A. does not involve adults
- B. centers on baby-adult interactions
- C. is very slow
- D. All of the above.

________ 33. Adults who have good relationships with babies _____.
- A. respect babies' temperaments
- B. give babies physical contact
- C. realize babies do not give love as much as they receive it
- D. All of the above.

► Matching: Match the following terms and identifying phrases.

________ 34. substances in food that help growth and development

________ 35. a negative reaction to certain foods

________ 36. foods other than breast milk or formula

________ 37. substances that speed up functions of vital organs and the nervous system

________ 38. substances that slow down functions of vital organs and the nervous system

________ 39. coordination in the small muscles, such as the fingers

________ 40. process of taking a baby off the breast to a bottle or cup or off the bottle to a cup

________ 41. surroundings that promote learning

________ 42. learning to notice and find out more about objects in the world through the five senses

________ 43. the working together of muscles in movement

A. coordination
B. depressants
C. enriched environment
D. intolerance
E. nutrients
F. fine-motor skills
G. sensory stimulation
H. solids
I. stimulants
J. weaning
K. gross-motor skills

► Essay Questions: Provide complete responses to the following questions or statements.

44. Give three guidelines for providing sleep and play spaces for infants.

45. Give two guidelines for stimulating language learning in infants.

46. Why is using the baby's name important to developing self-awareness?

Part 4

Toddlers

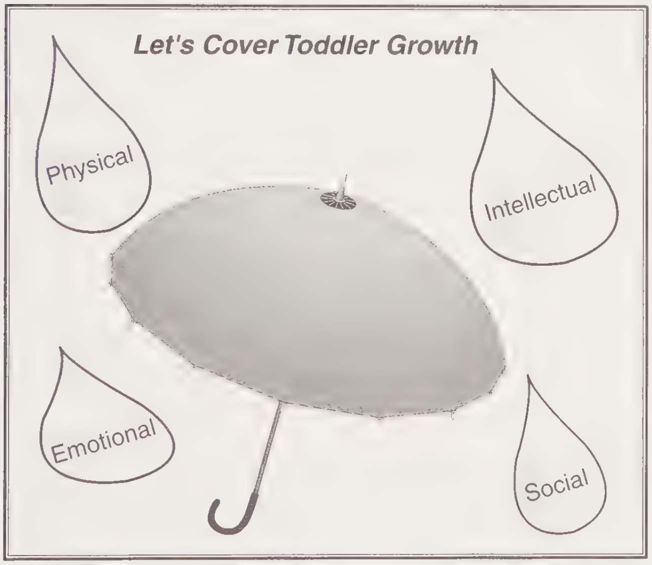
Physical Development of the Toddler

11

▶ Objectives

After studying this chapter, students will be able to
- ❍ describe the physical changes that occur between the first and third years of life.
- ❍ identify the toddler's major gross-motor and fine-motor skills.

▶ Bulletin Boards



I. Title: "Let's Cover Toddler Growth"

Place a picture of a large umbrella with the title above it on the bulletin board. Mount the words *Physical, Intellectual, Social,* and *Emotional* beside or inside the raindrops.

II. Title: "Growing Physically"

Draw a large picture of a toddler with a sprinkler can. On the board place paper flowers that students have labeled with key phrases depicting areas of growth and motor skill development (such as *walks upright without support).*

▶ Teaching Materials

Text, pages 210-220
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Growth Slows and Slows*
B. *Motor Skills Continue to Develop*
C. *Motor Skills of a Toddler on the Go*

Teacher's Resource Guide/Binder
Growth for Toddlers, reproducible master 11-1
Growth and Practice Go Hand-in-Hand, reproducible master 11-2
Chapter 11 Test

Teacher's Resource Binder
Toddlers Develop New Motor Skills, color transparency 11-1

▶ Introductory Activities

Case Study

Sarah and Tony both measured 33 inches at the end of their second year. Predict who will be taller as an adult. Why?

Motivational Exercises

1. Before reading the chapter have students (as a class or individually) observe one or more toddlers. Students then should make a list of ways toddlers differ from infants in terms of skeletal growth and motor development. As students study the chapter, have them check those points that correspond with the book. Below the list students should add other points made in the text. If possible, students should observe toddlers again and look for examples of the points they added while reading the text.

2. Make or have some of your students bring videotapes of children who are in the toddler stage. Have the class view the tapes and try to find identifying characteristics of this age group, such as skills in walking, climbing, jumping, playing, etc.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Body Growth and Development

3. **RT** Review with students the growth of the various organ systems in the first year as presented in chapter 7.
4. **RF** Instruct students to read and record the definitions in at least three other sources for the term *early childhood.* Students should compare the definitions.

Height and Weight

5. **EX** Ask students to analyze the following question: If a toddler's weight is not primarily influenced by genes, why do many overweight toddlers have overweight parents?
6. **RF** *Growth Slows and Slows,* Activity A, SAG. Instruct students to chart height and weight increases from birth to age three years. Use charts 7-1 and 11-2 in the text for references.
7. **RT** Discuss with students the meaning of the phrase "Premature babies catch up physically in the toddler years." Address with students the following questions: With whom or what are these toddlers "catching up?" Why do premature children often lag behind their potential, at least for a period of time?
8. **RF** *Growth for Toddlers,* reproducible master 11-1. Have students figure the height and weight changes common in the first two years. Students may select a birth length and weight based on a newborn baby they know, or you may select a birth length and weight to use.
9. **RT** Discuss with students the developmental picture that is emerging when, on the average, girls grow to 53 percent of their adult height by two years of age and boys grow to 50 percent of their adult height by the same age.
10. **ER** Guest speaker: Invite a pediatrician to discuss with the class normal and abnormal levels of physical growth in toddlers.

Other Body Changes

11. **RF** Ask students to write a paper describing the "toddler look."
12. **RT** Students should identify the growth and development principle that can explain why the fontanelles are closed or almost closed at age two but the leg and foot bones will not ossify for many years. Note: Babies develop from head to foot.
13. **EX** Students should speculate on how mental and language development would be affected if a person matured from "foot to head" instead of from "head to foot."
14. **EX** Discuss with students what is probably true of a 30-month-old toddler who is extremely chubby.

Motor Development

15. **RF** Instruct students to look up the term *refined* in a dictionary. Students should explain how a refined skill is different from a new skill.
16. **RT** *Toddlers Develop New Motor Skills,* color transparency 11-1. Use this transparency to point out new skills that are developing in the gross-motor and fine-motor areas.
17. **RF** *Motor Skills Continue to Develop,* Activity B, SAG. Have students match each gross-motor and fine-motor skill with the approximate age in which it occurs. Students also should identify the refined and new gross-motor and fine-motor skills of the toddler years.
18. **ER** *Motor Skills of a Toddler on the Go,* Activity C, SAG. Students should observe and record a toddler's gross-motor and fine-motor skills.
19. **EX** Discuss with students how practicing a skill when the needed physical growth and development are mature compares with the meaning of the term *developmental task* as described in chapter 1.
20. **RF** *Growth and Practice Go Hand-in-Hand,* reproducible master 11-2. Instruct students to write a newspaper article on how the development of motor skills depends on both the child's growth and development and the child's practice. Student articles should include quotes from written resources as well as from pediatricians and caregivers.

Large-Muscle Development

21. **RT** Students should identify the growth and development principle that explains why skills involving large muscles mature before skills involving small muscles.
22. **RT** Based on the principle of developing from center to extremities, have students explain when fine-motor skills could be expected to mature if toddlers are in the gross-motor stage.
23. **EX** Discuss with students reasons why an apparently normal 14-month-old baby may not yet be walking.
24. **RF** Have students look up the word *toddle* in a dictionary. Students should explain why the word *toddler* is appropriate for a child in this stage of physical development.

Small-Muscle Development

25. **EX** Have students discuss how culture causes more and more children to settle on their right hand as their preferred hand instead of their left.

Answer Key

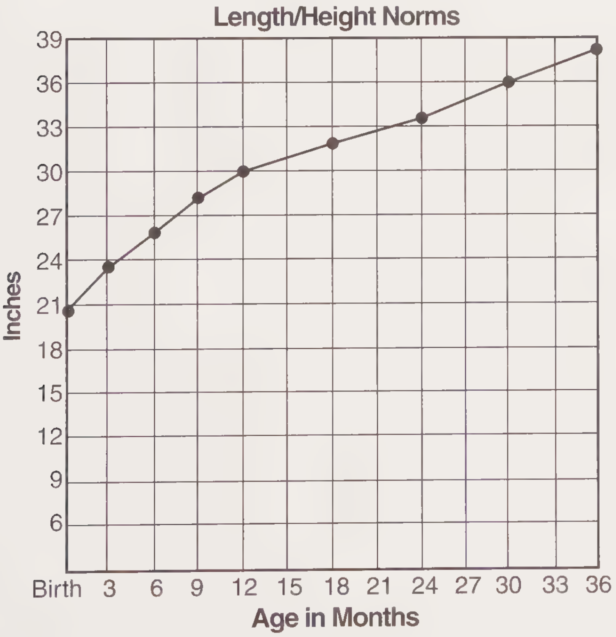
Text

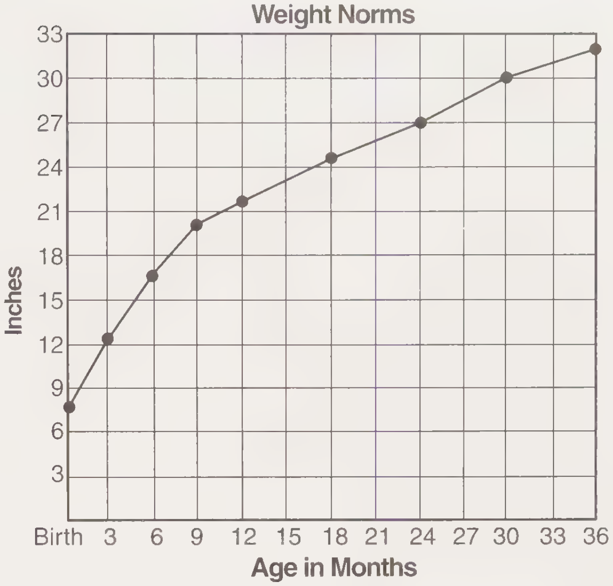
To Review, pages 218-219

1. heredity; environment
2. true
3. true
4. b
5. false
6. (List two): Some children are not physically ready to walk but want to so much that they fall when they try. Children who creep quickly may not walk early because creeping gets them where they need to be. Girls often begin to walk before boys. Lighter babies may walk earlier than heavier babies.
7. Toddlers must visually monitor their foot placement to keep from falling. If they are distracted from their monitoring task, they are apt to fall.
8. walking: f; running: b; jumping: a; climbing: d; throwing: e; catching: c
9. false
10. false

Student Activity Guide

Growth Slows and Slows, Activity A





Motor Skills Continue to Develop, Activity B

Gross-motor skills:

1. RS
2. NS
3. NS
4. RS
5. RS
6. NS
7. C
8. C
9. D
10. B
11. A
12. B
13. D

Fine-motor skills:

1. RS
2. NS
3. NS
4. RS
5. NS
6. A
7. C
8. B
9. D
10. B
11. C

Teacher's Resource Guide/Binder

Chapter 11 Test

1. F
2. T
3. F
4. T
5. T
6. T
7. F
8. F
9. T
10. F
11. B
12. A
13. B
14. D
15. C
16. D
17. B
18. A
19. D
20. D
21. C
22. B
23. A
24. D

25. The toddler's growth is slower compared with both prenatal and first year growth. Toddlers tend to gain two to three inches and about six pounds per year throughout childhood. Most girls reach 53 percent of their adult height by age two. Boys reach 50 percent of their adult height by age two. The head is one-fourth of total length. A two-year-old's chest and abdomen are about the same size. Their bones continue to become harder. The brain is becoming more and more mature. Other body systems are maturing, but not at the same rate as the brain. Fat tissues under the skin decrease rapidly. Muscle development is very slow during the toddler years.

26. Toddlers refine their walking (or almost walking), climbing, and throwing skills that emerged in the first year. Many new motor skills are also emerging, such as running, jumping off objects, and catching objects. Small-motor skills are emerging from the thumb and forefinger grasping skill of the first year, such as holding spoons and drawing tools, turning door knobs and book pages, stringing beads, and hitting pegs with a hammer.

Growth for Toddlers

Name ______________________ Date __________ Period ____________

Length/Height

First Year		Second Year	
Birth		12 months	
Add 9 inches based on norms		Add half the growth from first year	
Total length		Total height	
		Total height increase from birth to end of second year	

Weight

First Year		Second Year	
Birth		12 months	
Triple birth weight		Add ¼ of total weight at 12 months	
Total		Total	
		Total weight increase from birth to end of second year	

Growth and Practice Go Hand-in-Hand

Name ____________________ Date __________ Period ____________

In the space below write a newspaper article on how the development of motor skills depends on the child's physical growth and development and on the child's practice. (Use your own paper if you run out of space.) Before you begin writing consider the questions below. Research the topic using written material from books, magazines, pamphlets, or other resources. Also, interview people with knowledge on the subject, such as pediatricians, professional caregivers, and parents. (Be sure to include the names of your resources at the end of your article.)

Questions to Consider

If the child is not mature in his or her development:

1. How can practice be frustrating and unsafe for a child who does not have adequate physical growth and development for learning a motor skill? How could premature practice later affect the desire to learn a skill when growth and development are adequate? What should an adult do if a child is not ready to learn a skill?

If the child is mature in his or her development:

2. What happens when a child has the needed growth and development to learn a skill but does not practice? Should an adult encourage practice? If so, in what way(s) can an adult encourage practice?

Physical Development of the Toddler

Name ____

Date _________________________ Period _____________ Score _______________

Chapter 11 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Growth rate becomes faster in the toddler stage.

T F 2. The fontanelles are closed, or almost closed, by the toddler stage.

T F 3. The degree of ossification of the bones is the same throughout the body.

T F 4. The toddler's brain, as compared to other body organs, is closer to maturity.

T F 5. Pushing a baby to walk early will not help and it may even delay walking.

T F 6. The toddler assumes an adult walking posture at around 18 months of age.

T F 7. For toddlers climbing down stairs is easier than going up stairs.

T F 8. Usually toddlers show a little weight shift in throwing.

T F 9. Toddlers often close their eyes when playing catch.

T F 10. Fine-motor skills refer to such skills as running and jumping, which are mastered to a fine degree.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

_______ 11. A person's weight is mainly influenced by ______.
A. genes
B. environment
C. emotions
D. None of the above.

_______ 12. In their second year toddlers tend to grow this much in height.
A. 4.5 inches
B. 6 inches
C. 9 inches
D. 12 inches

_______ 13. Which of the following statements is the most accurate concerning the second year weight gain?
A. Toddlers add about one-fifth of their first year's gain.
B. Toddlers add about one-fourth of their first year's gain.
C. Toddlers add about one-half of their first year's gain.
D. Toddlers double their first year's gain.

_______ 14. First steps in walking can be described as ______.
A. uneven
B. weaving
C. taken in any direction, such as forward, backward, and sideways
D. All of the above.

_______ 15. When running, toddlers hold their arms ______.
A. stiffly at their sides
B. swinging alternately with foot movement
C. up or out to the sides
D. above their heads

(Continued)

Name ____

________ 16. The most difficult climbing for toddlers is going ______.

A. up stairs with alternating feet
B. up stairs without alternating feet
C. down stairs without alternating feet
D. down stairs with alternating feet

________ 17. When the toddler is two or three years old, catching an object is done by ______.

A. trapping it between outstretched legs while sitting
B. extending arms with rigid elbows
C. grasping between the hands
D. None of the above.

________ 18. Pencils are first held ______.

A. in the baby's fist
B. between the index and middle fingers
C. between the index finger and the thumb
D. in no certain way

________ 19. Which of the following tasks is most difficult for most toddlers to master?

A. turning door knobs
B. removing shoes
C. hitting pegs with a hammer
D. holding a crayon the way adults do

________ 20. For most children hand preference is completely determined ______.

A. at birth
B. by two years of age
C. by five years of age
D. by seven or eight years of age

► Matching: Match the following terms and identifying phrases.

________ 21. lengthening and thickening of muscles

________ 22. development of the muscles of trunk, arms, and legs

________ 23. the ability to coordinate what is seen with movements of the hands

________ 24. development of the muscles of the hands and fingers

A. eye-hand coordination
B. large-muscle development
C. muscle development
D. small-muscle development

► Essay Questions: Provide complete responses to the following questions or statements.

25. What descriptive words or phrases best describe a toddler's physical development?

26. Briefly describe the toddler's motor development.

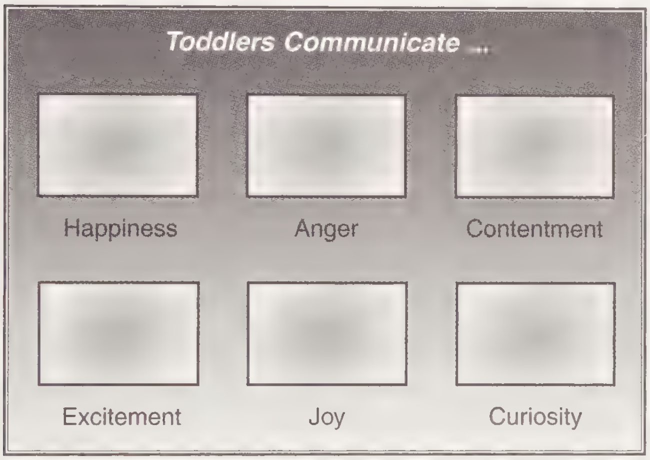
Intellectual Development of the Toddler

12

Objectives

After studying this chapter, students will be able to
- describe how and what toddlers learn.
- describe the sequence of language development.

Bulletin Boards



I. Title: "Toddlers Communicate"

Have students brainstorm ways that toddlers communicate. These might include crying, smiling, pointing, and using words and sentences. Place examples of common first words on the bulletin board. Have students find pictures of young children communicating through their facial expressions. Under each picture write emotions the children could be communicating, such as anger, unhappiness, happiness, curiosity, excitement, contentment, joy.

II. Title: "Learning Language: From Concrete to Abstract"

On the board, display one object from the concrete example to examples that become more and more abstract. For instance, the display could begin with a real ball for the concrete object. (This could be displayed in a clear bag attached to the board.) Successive examples could be a photograph of the ball; a clay model of the ball; a sewn, stuffed ball; a drawing of the ball; and the word *ball* written on a card.

Teaching Materials

Text, pages 222-231
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Toddlers Are Scientists*
B. *Toddlers Learn by Throwing Objects*
C. *Toys Are Tools for Thinking*
D. *Toddlers Begin to Think*

Teacher's Resource Guide/Binder
Thinking and Toddlers, reproducible master 12-1
Common Vocabulary Problems, reproducible master 12-2
Chapter 12 Test

Teacher's Resource Binder
Toys Help Toddlers, color transparency 12-1
Language Sequence, color transparency 12-2

Introductory Activities

Case Study

Gregory, age two, frequently hears his parents use incorrect grammar. How do you think this will affect his language development? Explain your reasons. What are some positive environmental conditions that could help his grammar development? How could you help him learn correct grammar without damaging his self-esteem?

Motivational Exercises

1. Ask students why they think toddlers are always getting into mischief by exploring wastebaskets, dresser drawers, etc. Are children naturally destructive or do they have other reasons for exploring?
2. Discuss with students the meaning of *baby talk.* Ask students how to respond to toddlers who use the wrong words or use incorrect words, such as *wa-wa* for *water.*

Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

How and What Toddlers Learn

3. **EX** Ask students to describe the characteristics of adults who are eager learners.
4. **RF** *Toddlers Are Scientists,* Activity A, SAG. Students should list traits of scientists and observe and record similar traits in toddlers.
5. **RF** *Toddlers Learn by Throwing Objects,* Activity B, SAG. Have students list all the learnings toddlers may acquire from throwing objects.
6. **RT** Ask students to explain how the maturation of sensory organs and motor skills aids toddlers' learnings.

Discovering New Ways to Solve Problems

7. **RT** *Toys Help Toddlers,* color transparency 12-1. Use this transparency to show various ways toys help toddlers learn. Students should give examples of types of toys that might fit each area.
8. **RF** *Toys Are Tools for Thinking,* Activity C, SAG. Instruct students to consider some of the learnings that toddlers may acquire from common toys.

Beginning of Thought

9. **ER** Have students observe an 18- to 24-month-old toddler and identify deferred actions in the toddlers' play. Students should share examples in class.
10. **ER** *Thinking and Toddlers,* reproducible master 12-1. Invite students to interview a parent or an adult who cares for a 15- to 24-month-old child. Students should present their findings in class.
11. **ER** *Toddlers Begin to Think,* Activity D, SAG. Invite a child care worker who works with children between the ages of 15 and 24 months to speak to your class about the kinds of thinking skills toddlers display.
12. **RT** Discuss with students the reason(s) toddlers are interested in solving practical problems in their world, such as feeding and dressing themselves and opening doors. Ask students to explain why a toddler might be more interested in opening and closing a door than in playing with an expensive toy.

Language Abilities

13. **RF** Students should list all the reasons language skills are important to humans.
14. **RT** *Language Sequence,* color transparency 12-2. Use this transparency to outline the general sequence of language development. Have students give examples of words that toddlers often use as nouns, simple action verbs, and descriptive words. Students may also give examples of toddlers' typical one- and two-word sentences and multiple-word sentences.
15. **ER** Invite students to interview a parent or an adult caregiver about some of the babbled sounds or first words they heard their toddler make.

Learning Spoken Language

16. **RF** Have students look up the word *articulate.* In child development the word *articulation* is used to mean *making* the *sounds of words.* Ask students how the dictionary definition says these sounds are to be made. Also ask students how the definition of *articulation* is carried further when people speak of an "articulate person."
17. **RT** *Common Vocabulary Problems,* reproducible master 12-2. Have students read the list of common vocabulary problems of young children, then identify the problem in each of the situations given at the bottom.
18. **ER** Instruct students to record the speech of toddlers at play with other toddlers. Listen to the tape and answer these questions: What sound substitutes do you hear? Do you hear single words, two-word sentences, and longer sentences? Give some examples. What incorrect grammar do you hear? What concepts seem to be correctly understood by the children? What, it any, wrong meanings of words do the toddlers express?

Different Rates of Learning to Talk

19. **RT** Have students explain why talking at a very late age could be a handicap to a toddler mentally and socially.
20. **EX** Instruct students to role-play a response to a friend who is concerned that her almost three-year-old toddler still is not talking. The friend wants to know why some toddlers may not talk and how parents can encourage them.

Answer Key

Text

To Review, page 230

1. e
2. true
3. c
4. true
5. (Student response.)
6. *Articulation* means to make the sounds of language.
7. common
8. false
9. a, b

10. (List three): hearing loss, greater interest in motor skills than in learning to talk, mental handicap, getting what one wants or needs without speech, living in an environment that is not interesting or having little or no freedom to explore one's environment, being a boy

Teacher's Resource Guide

Common Vocabulary Problems, reproducible master 12-2

1. D
2. A
3. C
4. E
5. B

Chapter 12 Test

1. T
2. F
3. T
4. T
5. T
6. T
7. T
8. F
9. F
10. T
11. F
12. F
13. T
14. D
15. A
16. D
17. C
18. D
19. D
20. C
21. C
22. D
23. D
24. B
25. C
26. A
27. C
28. B
29. D
30. H
31. F
32. K
33. 1
34. J
35. N
36. Toddlers begin to think. However, they think mainly by mentally picturing actions. For example, thinking in terms of actions can be noted as a child looks at his or her hand to see whether a toy can be grasped; imitates the actions of models; and describes objects in terms of actions, such as a ball rolls.
37. Toddlers learn about the color, shape, size, texture, and weight of objects as they manipulate them. They also learn what will happen as they play with objects.
38. Toddlers learn to associate words and meanings, although they experience errors as they use words. First words are usually nouns and simple action verbs. Next words learned are descriptive words like big, pretty, loud, etc. Once several words are learned, grammar begins with one-word sentences. As the vocabulary increases, one-word sentences are gradually replaced with two-word and multiple-word sentences.

Thinking and Toddlers

Name ______________________ Date ___________ Period _____________

According to Piaget, toddlers begin to think–with their minds rather than with their actions–between their first and second birthdays. Adults are often aware of toddlers' growing mental abilities. Using the following statements and questions, interview a parent or an adult who cares for a 15- to 24-month-old toddler. Record his or her responses. When you have completed the interview, write a report or plan an oral presentation to give in class.

Toddler's name ____

1. What recent goal has the toddler tried to achieve (for example, get a toy off a high shelf, remove shoes, work a puzzle)? ______________________________

   What actions (for example, climbing, stacking objects) did the toddler take to achieve this goal? ______________________________

2. What other recent goal has the toddler tried to achieve? ______________________________

   What actions did the toddler take to achieve this goal? ______________________________

3. Give an example of how the toddler figured out how to make something work. ______________________________

4. Does the toddler search for a hidden object (for example, in games in which the adult hides an object, in cases where the toddler misplaces a toy)? If so, describe. ______________________________

(Continued)

Name ________________________________

5. Does the toddler imitate (for example, rock a doll like a baby, repeat sounds)? If so, describe some of the imitations. ________________________________

____

____

____

____

____

6. What are some of the words the toddler knows? ________________________________

____

____

____

Does the toddler use all of these words correctly? If not, give some examples. ________________________________

____

____

____

Common Vocabulary Problems

Name ____________________________ Date _____________ Period ________________

Learning language is a difficult task. As toddlers learn the spoken language, they make many mistakes. Listed below are the common problems of children learning to talk. At the bottom are situations that relate to the problems. In the space provided write the letter of the term that describes the situation.

Problems

A. Overextending
Referring to different objects by the same name if the features are the same or almost the same.

B. Overrestricting
Using a general term to mean a specific person or object.

C. Word substitution
Using a known word in the wrong way because the child cannot say or recall the correct word.

D. Sound substitution
Using one sound for another, such as *t* for *k* or *w* for *r.* May say, *fite* instead of *kite.*

E. Holophrase
A single word that is used to mean different ideas at different times. The word bye may mean an animal came but is now gone, or it may mean, "We're going someplace."

Situations

________ 1. Jody says, "See my wed box."

________ 2. Chris calls all tall, four-legged animals cows.

________ 3. Carrie hands her father a spoon and says, "Take my plate."

________ 4. Shelly points to a sore on her arm and says, "Boo-boo." When her mother bumps her head on the door, Shelly runs to her father and says, "Boo-boo."

________ 5. As Sarah points to roses in her neighbor's flower bed she asks her mother, "What zat?" Her mother replies, "Those are roses." Sarah shakes her head, and says, "No, No! Roses in my garden."

Intellectual Development of the Toddler

Name ____

Date __________________________ Period _____________ Score _______________

Chapter 12 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Toddlers seem to have much curiosity about their world.

T F 2. Goals that toddlers pursue are most often the goals approved by parents and other adult caregivers.

T F 3. Finding new objects and new ways to explore are traits of the toddler's mental development.

T F 4. Toddlers still think in terms of actions and will describe an object in terms of its actions.

T F 5. Words are the most abstract part of the symbol system.

T F 6. To understand the meaning of a word, the child must see the association between the word and the object.

T F 7. Memory is important in learning language.

T F 8. For the most part toddlers who use sound substitutions have a serious speech problem and need immediate help.

T F 9. If a child can articulate a sound in one position of a word, the child can articulate the sound in other positions of a word.

T F 10. If words did not have meanings language would not exist.

T F 11. A child who is an early talker is more intelligent than one who is slower to talk.

T F 12. Toddlers' first words are generally descriptive words, such as big, little, and pretty.

T F 13. Toddlers are curious and have a deep desire to reach common goals.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 14. Between the ages of one and two years, most toddlers _____.
- A. like to think of different ways to solve problems
- B. begin to think about what they will do before they do it
- C. use deferred imitation
- D. All of the above.

________ 15. When toddlers begin combining two or more words into sentences, _____.
- A. they use only the more necessary words
- B. they use the correct order of words
- C. this is the beginning of the sensorimotor stage
- D. they tend to babble the sounds

________ 16. You can tell children are thinking by _____.
- A. what they say
- B. how they work to reach a goal
- C. how they imitate what someone else has done
- D. All of the above.

(Continued)

Name ____

________ 17. Deferred imitation is _____.
- A. accepting the values of a model
- B. waiting until the model is gone to get mad or to cry
- C. recalling the actions of a model and repeating these actions at a later time
- D. telling about a book, television show, or movie

________ 18. Sometimes children are late in talking because they _____.
- A. don't have any need to talk
- B. always do the same activities and play with the same toys
- C. are busy with their walking and climbing
- D. All of the above.

________ 19. As toddlers play, they learn _____.
- A. about shapes, colors, sizes, textures
- B. what happens when objects are manipulated
- C. Neither of the above.
- D. Both of the above.

________ 20. By age three most toddlers _____.
- A. have the same number of words in their vocabulary
- B. can say 10 words and know the meaning of 30
- C. have a varied number of words in their vocabulary
- D. are nonstop talkers

________ 21. Language serves as a tool for _____.
- A. communication
- B. thinking
- C. communication and thinking
- D. None of the above.

________ 22. The first words of toddlers are often _____.
- A. animal sounds
- B. me or my
- C. verbs
- D. nouns

________ 23. Language requires _____.
- A. higher thinking skills
- B. making associations
- C. using general terms to mean specific objects
- D. Both A and B.
- E. Both B and C.

________ 24. Vocabulary refers to all of the following except the _____.
- A. number of words spoken
- B. use of grammar
- C. meaning attached to words
- D. words of a language

________ 25. The landmark that separates infants from toddlers is _____.
- A. knowing how to walk
- B. being toilet trained
- C. using language
- D. All of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 26. making sounds

________ 27. skill needed to understand others and to be understood by others

________ 28. their mental world expands through this development

________ 29. toddlers are

________ 30. language

________ 31. order of words in sentences

________ 32. talking depends on a/an

________ 33. handicapped children

________ 34. human speech

________ 35. girls

A. articulation
B. language
C. communication
D. eager learners
E. slow and difficult
F. grammar
G. vocabulary
H. part of the thinking process
I. often talk later
J. needed for learning to talk
K. interesting environment
L. pretty teacher
M. tend to talk later than boys
N. tend to talk earlier than boys

► Essay Questions: Provide complete responses to the following questions or statements.

36. How do toddlers learn?

37. What do toddlers learn?

38. What are the milestones in the toddler's language learnings?

Social-Emotional Development of the Toddler

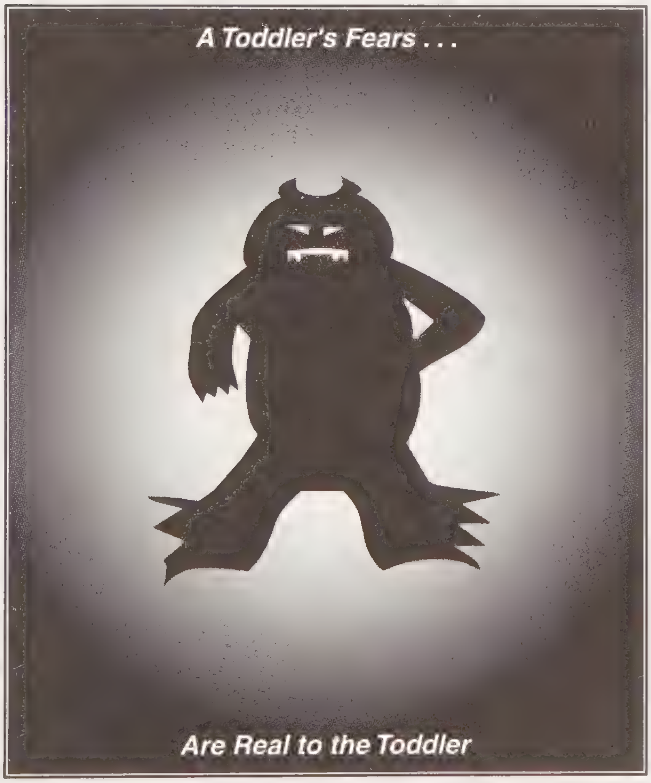
13

Objectives

After studying this chapter, students will be able to

- describe how toddlers develop self-will.
- explain the way toddlers extend their social relationships with others.
- describe how toddlers develop a sense of self-worth.
- identify how toddlers reveal their emotions.

Bulletin Boards


A Toddler's Fears . . .
Are Real to the Toddler

I. Title: "A Toddler's Fears Are Real to the Toddler"

Have students draw a silhouette of a monster (or enlarge one of the silhouettes in figure 13-12 of the text) to place in the center of the board. Students should write descriptions of toddlers' typical fears around the silhouette.

II. Title: "Typical Toddler Thinking"

Place a large circle in the middle of the bulletin board. In the center of the circle, place a small circle with the words "*I am special!*" written on it. Place a picture of a two- or three-year-old child near it. With lines radiating out from the circle, place phrases that are typical of the way a toddler thinks and feels, such as the following:

"I want to do it myself."
"Sometimes I am dependent."
"I like to explore new places."
"It bothers me when others hurt."
"I like to give hugs and kisses to special people."
"I don't like monsters. They scare me."
"When are you coming back?"
"If I don't get my way, I may throw a temper tantrum."

Teaching Materials

Text, pages 232-242

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *Toddlers View Themselves Through Adults*
B. *Toddlers Are Being Socialized*
C. *Helping Toddlers Gain Self-Esteem*
D. *Observation: Toddlers and Separation Anxiety*
E. *Temper Tantrums and Toddlers*

Teacher's Resource Guide/Binder

Toddlers Are Dependent and Independent, reproducible master 13-1

Toddlers' Social Worlds Expand, reproducible master 13-2

Chapter 13 Test

Introductory Activities

Case Study

Emily, a toddler, has begun to show preference for family members and to fear strangers. She cries and clings to her father when he drops her off at her child care center. The teachers say Emily cries for more than an hour each morning after her father leaves. She is quite attached to her blanket, too. Is this a normal part of toddlerhood? Provide some suggestions to help Emily develop better social-emotional adjustment.

Motivational Exercises

1. *Toddlers Are Dependent and Independent,* reproducible master 13-1. Invite students to interview the parent of a toddler and to record examples of the toddler's dependence and independence. Have students discuss findings in class.
2. Ask students to describe events that make them feel important. Students should contrast this with happenings in a toddler's life that can make him or her feel important.
3. Students should identify the types of emotions observed in toddlers. Discuss with students whether toddlers express their emotions differently than any other age group.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Self-Awareness

4. **EX** Ask students to explain with examples how adults' motor and language skills influence their social relations. Students should compare the adult situation to the toddler's situation.
5. **RF** *Toddlers View Themselves Through Adults,* Activity A, SAG. Have students give some examples of how toddlers may react to both positive and negative responses of adults.

Achieving Autonomy

6. **RT** Students should look up the word *autonomy* in a dictionary. Have students contrast the dictionary definition of *autonomy* with the definition of *autonomy* derived from Erikson's theory in chart 13-2 in the text.
7. **RT** Discuss with students Erikson's statement that the successful achievement of the previous stage helps a child master the present stage. Students should explain how the feeling of trust would help a toddler develop a feeling of autonomy.
8. **RF** Have students list some specific ways adults may help toddlers gain a feeling of autonomy. How can adults help toddlers feel autonomous and still say no when they must?
9. **RF** Instruct students to write a paper speculating on the possible personality traits of an older child or adult who developed a feeling of shame and doubt (rather than autonomy) and never overcame the feeling.

Extending Social Relations

10. **RT** Instruct students to look up the term *socialize* in a dictionary Students should compare the dictionary definition with the text discussion.
11. **RF** *Toddlers Are Being Socialized,* Activity B, SAG. Students should match the categories of the socialization process with the examples.
12. **ER** Invite students to interview an older child about caring for and having fun with his or her toddler-aged sibling(s). Students should write a newspaper or magazine-style article based on their findings.
13. **ER** Instruct students to develop a videotape presentation featuring an older child caring for and having fun with a toddler-age sibling.
14. Discuss with students how an adult's loving feelings for a toddler often lead to a toddler's empathetic feelings for others.
15. **ER** *Toddlers' Social Worlds Expand,* reproducible master 13-2. Invite students to interview the parent of a toddler about the important people in the toddler's expanding social world. Students should present their findings to the class. You may ask students to develop visual aids for their presentation.
16. **ER** Panel discussion: Invite three adults in your community—one elderly, one middle-aged, and one recent high school or college graduate—to speak to the class. Ask panelists to address how they were raised concerning clothes, chores, obedience, schooling, dating, spending money, and similar issues. Students should note changes in the way the three generations were reared and explain how time affects socialization of children (Resource persons from other countries may also share child rearing practices in their cultures. Students may then note how cultures may be alike in some ways and different in others.)
17. **RF** Ask students to list ideas toddlers may develop about themselves, such as the size concept "I am big!"
18. **RT** Instruct students to contrast the traits of adults who have high senses of self-esteem to those with low senses of self-esteem.
19. **RT** Discuss with students whether high and low self-esteem can be observed in little children.
20. **EX** *Helping Toddlers Gain Self-Esteem,* Activity C, SAG. Ask a group of students to plan and perform a skit in which a toddler makes a mistake and an adult causes the toddler to lose self-esteem. Using the same toddler's mistake as the basis, have another group of students perform a skit where the adult causes the toddler to gain self-esteem. Have students use the activity sheet in their planning process.

Emotions

21. **RF** Students should make a poster that depicts emotional changes in the toddler years.
22. **RT** Discuss with students possible reasons why toddlers do not "talk out" their fears and anxieties.

Affection

23. **RT** Discuss with students why children who have had loving adult care are usually less aggressive than children who have not had loving care from adults.
24. **ER** Have students ask toddlers in a children's program to name those they love. Students should note how toddlers' affectionate feelings extend to many people and objects. Have students discuss their findings in class.

Fear

25. **EX** Ask students to explain why it may be unwise to stop or discourage a toddler who is pretending to be a monster.
26. **EX** Ask students what may happen when toddlers are teased about their fears.

Anxiety

27. **ER** *Observation: Toddlers and Separation Anxiety,* Activity D, SAG. Have students observe and record displays of separation anxiety and "reunions" following separations.
28. **EX** Ask students to suggest how adults may decrease separation anxiety.

Anger

29. **RT** Discuss with students why toddlers use tantrums rather than other means, such as talking, to get adults' attention.
30. **EX** Discuss with students reasons some refer to the toddler stage of development as the "terrible two's." Students should develop a more accurate term or phrase and justify it.
31. **EX** *Temper Tantrums and Toddlers,* Activity E, SAG. Have students compare causes and expressions of anger in toddlers and high school students.

▶ Answer Key

Text

To Review, pages 240-241

1. false
2. true
3. true
4. a. Autonomy often happens during routines.
   b. Autonomy often involves trying to work beyond the ability level.
5. (Student response. See chart 13-4 in the text.)
6. false
7. c
8. does
9. physical
10. Toddlers react to a wider range of stimuli. Toddlers can better read emotions in others. Toddlers have a wider range of responses to feelings. Toddlers' abilities to think, and thus imagine, increase the number of emotions that are difficult to handle.
11. (List three:) Imagined creatures, animals, darkness, nightmares, bad people, injury, gestures or noises made to frighten toddlers.
12. Adults should stay calm and not give too much attention to the tantrum. After the tantrum, adults should be loving and reassuring to the toddler.

Student Activity Guide

Toddlers Are Being Socialized Activity B

1. E and/or B
2. C
3. C and/or F
4. C
5. D
6. A and/or C
7. B
8. E and/or C
9. C and/or F
10. B

(Students may be able to justify additional categories.)

Teacher's Resource Guide/Binder

Chapter 13 Test

1. T
2. T
3. T
4. T
5. F
6. T
7. T
8. F
9. T
10. T
11. T
12. T
13. F
14. F
15. C
16. B
17. B
18. D
19. C
20. D
21. C
22. B
23. A
24. D
25. A
26. E
27. D
28. B
29. C
30. F
31. Infants' needs are mainly physical in nature, such as being fed, being kept warm and clean, and being kept safe. Although toddlers have physical

needs that must be met, their needs center on mental and social-emotional areas, such as finding out about their worlds of people and objects and discovering their ability to cope in their world.

32. There are at least three reasons for the difficulty. (1) Toddlers want to be independent, yet they depend on adults in many ways. Conflicts between the adult and toddler often occur because of toddlers' desires to be independent in ways beyond their abilities or at times when independence is not convenient. (2) The toddler stage is difficult because self-esteem is beginning to develop and is most fragile. (3) Emotions are difficult to handle. For example toddlers often express anger in a very physical way-the temper tantrum. Relieving anxieties and fears is difficult because adults cannot convince toddlers they will return after work or errands, nor can adults "prove" that monsters do not exist in the dark.

Toddlers Are Dependent and Independent

Name ____________________________ Date _____________ Period ________________

At times toddlers want much help. At other times they wave a banner of independence. Interview a parent who has a toddler between two and three years of age. Ask the parent to share examples of the toddler's dependence and independence. Record the examples in the space below.

Age and gender of child ________________________________

Examples of Dependence	**Examples of Independence**

Toddlers' Social Worlds Expand

Name ______________________ Date ___________ Period ____________

Toddlers love people—both adults and children—who adore them. Playing, talking, and just snuggling with others are the ways toddlers socialize. Interview a parent or caregiver of a toddler about people important in the toddler's social world. Then record the responses in the space below. Plan an oral presentation based on your findings and present it to the class.

1. Age and gender of toddler ______________________.

   Person interviewed (mother, father, caregiver)______________________________________

2. Describe some of the specific activities the toddler does with other adults in the family, such as the other parent or adult relatives who live in the home or visit frequently.

Relationship	**Activities**
Relationship	**Activities**
Relationship	**Activities**

3. Describe some of the specific activities the toddler does with other children in the family.

Relationship and age	**Activities**
Relationship and age	**Activities**
Relationship and age	**Activities**

(Continued)

Toddlers' Social Worlds Expand *(Continued)*

Name ______________________________

4. Describe some of the specific activities the toddler does with adults outside the family, such as relatives who visit less often than daily, friends, staff in children's programs, or babysitters.

Relationship	**Activities**
Relationship	**Activities**
Relationship	**Activities**
Relationship	**Activities**

5. Describe some of the specific activities the toddler does with other children outside the family.

Relationship and age	**Activities**
Relationship and age	**Activities**
Relationship and age	**Activities**
Relationship and age	**Activities**

Social-Emotional Development of the Toddler

Name ____

Date _________________________ Period ____________ Score _______________

Chapter 13 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Toddlers find out the world is not solely devoted to meeting their needs as they see them.

T F 2. Trust is the needed foundation for the toddler's social-emotional development.

T F 3. Autonomous toddlers want to do tasks by themselves.

T F 4. Conflicts of adults' and toddlers' wills occur mainly during daily routines rather than on special occasions.

T F 5. According to Erikson, toddlers develop doubt and shame unless they are allowed to have their way at all times.

T F 6. Socialization begins with the main caregivers.

T F 7. Becoming aware of their body influences toddlers' self-esteem.

T F 8. Toddlers do not show concern for others' feelings.

T F 9. Toddlers need to feel loved even when they make mistakes.

T F 10. Toddlers' fears often center on imaginary objects, monsters, or happenings.

T F 11. Toddlers' affection for parents seems to extend to adults other than parents, other children, and pets.

T F 12. Separation anxiety is the main form of anxiety toddlers feel.

T F 13. Acting out fears only makes them worse for a toddler.

T F 14. Many temper tantrums are often a sign of developmental problems in toddlers.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 15. Toddlers' relationships with others are influenced by _____.
  A. growing physical skills
  B. growing mental skills
  C. Both of the above.
  D. Neither of the above.

________ 16. The term *autonomy* as used by Erikson means _____.
  A. total freedom
  B. some self-control
  C. self-control of physical activities and adult control of social activities
  D. negative behavior of toddlers, such as temper tantrums

________ 17. Adults mainly break into toddlers' activities in order to _____.
  A. join in the fun
  B. stop unsafe or messy activities or give a command
  C. show toddlers that adults are in charge
  D. All of the above.

(Continued)

Name ____

________ 18. From the toddler's viewpoint autonomy involves saying _____.
A. "I want to do this on my own."
B. "I want to do this in my own way"
C. "I want to do this when I so choose."
D. All of the above.

________ 19. Helping children develop autonomy means adults need to _____.
A. give children total freedom so they feel good about themselves
B. make all the decisions for children
C. decide on some limits for children
D. constantly warn and threaten children so they will know what is right and wrong

________ 20. Toddlers want to be near _____.
A. their parent(s)
B. adults other than their parent(s)
C. other children
D. All of the above.

________ 21. A toddler's self-esteem comes mainly from _____.
A. physical abilities
B. inner feelings
C. reactions of adults toward him or her
D. reactions of children toward him or her

________ 22. Changes in emotions from infancy to the toddler years include _____.
A. reacting to a smaller range of stimuli
B. "reading" emotions in others
C. having a smaller range of responses to feelings
D. All of the above.

________ 23. Toddlers' nightmares stem from _____.
A. anxieties
B. poor relations with other children their own age
C. childhood mental health problems
D. All of the above.

________ 24. Temper tantrums _____.
A. occur when events do not go according to a toddler's plan
B. are done to get attention
C. are not directed at anyone
D. All of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 25. a form of self-control in which toddlers seek to develop a will of their own

________ 26. the process of learning skills, knowledge, values, tastes, ambitions, self-control, and concern for others that enables them to participate in the life of the family and other social groups

________ 27. emotion felt by a toddler who must spend time away from the main caregiver

________ 28. being concerned only for oneself

________ 29. belief of being a worthwhile person

________ 30. sudden, emotional outbursts of anger

A. autonomy
B. egocentric
C. self-esteem
D. separation anxiety
E. socialization
F. temper tantrums

► Essay Questions: Provide complete responses to the following questions or statements.

31. How do needs change as the child moves from infancy to the toddler stage?

32. Why is the toddler stage difficult for the adult caregiver?

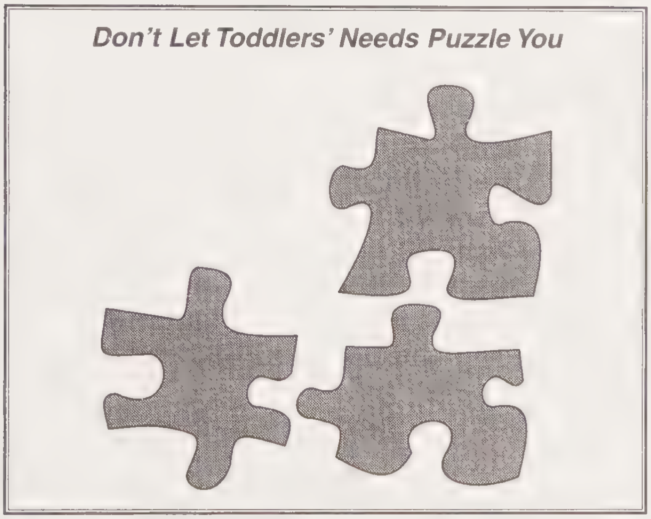
Providing for the Toddler's Developmental Needs

14

▶ Objectives

After studying this chapter, students will be able to
○ plan ways to meet toddlers' physical needs.
○ stimulate toddlers' growing mental abilities.
○ help toddlers adjust to their first social controls.

▶ Bulletin Boards


Don't Let Toddlers' Needs Puzzle You

I. Title: "Don't Let Toddlers' Needs Puzzle You"

Cut three large, interlocking puzzle pieces from poster board. Students should cover these with magazine pictures depicting toddlers' needs. Each piece may contain needs in one area—physical, intellectual, and social-emotional—or needs may be mixed on the pieces. Place puzzle pieces on the bulletin board almost ready to slip together but with a little space between them.

II. Title: "How to Encourage Learning"

Ask students to brainstorm ways to help toddlers learn. Have them write phrases on large pieces of paper suggesting ways parents and caregivers can encourage young children to learn. Place these suggestions under the title. (An example includes *Provide a stimulating setting.*) Students may find pictures from magazines to illustrate a number of the suggestions.

▶ Teaching Materials

Text, pages 244-270
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Bedtime Rituals*
B. *Toilet Training*
C. *Learning Happens in Everyday Experiences*
D. *Planned Activities for Sensory Stimulation*
E. *Planned Activities for Problem Solving*
F. *Planned Motor Activities*
G. *Modeling Language for Toddlers*
H. *Planned Language Activities*
I. *Transition Stages Are Difficult*
J. *Planned Activities for Self-Awareness*

Teacher's Resource Guide/Binder
Learnings of Toddlers, reproducible master 14-1
Sensory Stimulation Activities, reproducible master 14-2
Problem-Solving Activities, reproducible master 14-3
Motor Activities, reproducible master 14-4
Language Activities, reproducible master 14-5
Self-Awareness Activities, reproducible master 14-6
Chapter 14 Test

Teacher's Resource Binder
Happy Mealtimes, color transparency 14-1

▶ Introductory Activities

Case Study

You are grocery shopping with your two-year-old son, Eddie. As you approach the last aisle, Eddie complains that his stomach hurts and begins to cry loudly. You have so many items in your cart that you must complete your shopping. As Eddie's crying escalates, he begins to run up and down the aisle, grabbing chips, dip, and whatever else he can. You pick him up, realizing he has developed one of his famous tantrums. An elderly man and woman stare at you, talking about how terrible it is to take a hungry child shopping. You find the shortest checkout line while Eddie continues to scream and kick uncontrollably. The checkout clerk gives you an angry look as Eddie screams for candy. At home Eddie calms down and eats a sandwich hungrily as if nothing traumatic had occurred. Describe your possible feelings as well as those of Eddie, the elderly man and woman, and the checkout clerk. How could you have prevented this scene by understanding Eddie's feelings?

Motivational Exercises

1. *Learnings of Toddlers,* reproducible master 14-1. Instruct students to unscramble the words describing the learnings of toddlers. Then have them list the circled letters to find the word describing persons who have these characteristics.
2. Panel discussion: Invite three to five fathers who care for and play with their toddlers to speak to the class. Panelists should address the following questions: What care do you provide? How do you play with your toddlers? Do you feel that playing with and caring for toddlers will help your parent-child relationship in the future? (You may have students write other questions for the panelists.)

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Physical Needs

3. **RF** "Meeting physical needs helps the toddler to be mentally and socially fit as well as physically healthy and safe." Ask students to give examples of this statement.
4. **RT** Ask students for examples of other ways toddlers may help take care of themselves besides self-feeding, self-cleaning, and toileting.
5. **ER** Instruct students to set up a display illustrating ways to foster independence through self-help devices. Examples of such devices include child-sized eating equipment, a potty chair, and elastic waistband in pants.

Feeding

6. **RF** Discuss with students why it is unwise to insist that a toddler eat everything served. Students should discuss the possible long-term consequences of adult insistence on eating.
7. **ER** Have students observe a toddler eating. Students should share their observations in class. Discuss with students how the toddler grasped finger food (palm grasp or thumb and index finger grasp). Did the toddler attempt to use a fork or spoon? If so, how well did the toddler manage these tools? What foods did the toddler enjoy? Was the feeding process messy?
8. **RT** *Happy Mealtimes,* color transparency 14-1. Use this transparency to lead a discussion on ways parents and caregivers can make mealtimes for toddlers happier and less stressful. Discuss with students other suggestions that may help toddlers with their self-feeding and perhaps avoid some mealtime problems.
9. **RT** Use the blackboard to have students plan and evaluate a sample day's meal for a toddler. (Use this to prepare for the first To Do activity on page 269 in the text.)
10. **ER** Guest speaker: Invite a pediatrician or an allergist to speak to the class on foods, food additives, and preservatives often associated with allergies in toddlers. The speaker should also address foods high in sodium and sugar.

Clothing

11. **EX** Using chart 14-6 as a guide, students should evaluate a toddler's garment and share the evaluation in class.
12. **ER** Have students ask a toddler to tell them about his or her clothing. (If the student can interview in a toddler's home, perhaps toddlers can show and describe their favorite garment.) Students should share their findings in class. Making a list of features and keeping a tally might prove interesting.
13. **RT** Instruct students to observe a toddler dressing up in dramatic play clothes. Students should answer the following questions: What dressing tasks did the toddler find easy? What tasks were more difficult? Did the toddler ask for help? Did the toddler resist help when offered?

Rest and Sleep

14. **RF** Instruct students to look up the term *nightmare* in a dictionary. Ask students to explain the origin of the term *mare.*
15. **EX** Discuss with students why it is important to return toddlers to their bed when they awake during the night. Ask students the following questions: What are the long-term consequences for children who become "night owls?" How do their actions affect parents?
16. **RF** *Bedtime Rituals,* Activity A, SAG. Students are asked to plan a bedtime ritual for a toddler. Students are asked to ask a parent to implement the ritual and the students are to report the results to the class.

Hygiene

17. **ER** Guest speaker: Ask a dentist to explain professional care for toddlers' teeth. The dentist should also recommend and show how to best clean toddlers' teeth at home.

Toilet Training

18. **RF** *Toilet Training,* Activity B, SAG. Have students write 10 tips for making toilet training easier and less stressful for adults and toddlers.
19. **RT** Discuss with students what happens to a toddler's self-concept when he or she has a toileting accident and an adult refers to the toddler as "bad" or "a baby."
20. **EX** Instruct students to evaluate toilet training equipment in terms of the following categories: (a) ease of self-use by toddler, (b) ease of cleaning, (c) floor space required, (d) attractiveness of design, and (e) price.

Indoor and Outdoor Spaces

21. **RF** Have students list some items appropriate for toddlers' outdoor play spaces.
22. **ER** Field trip: As a class, visit one or more homes that have well-planned bedrooms or play spaces for toddlers. Allow students to sketch or list ideas while in the home. Discuss the features after returning to class.

Intellectual Needs

23. **RF** *Learning Happens in Everyday Experiences,* Activity C, SAG. Students should list concepts toddlers can develop while bathing or dressing, then explain what adults can say or do to help the toddler develop the concept.

Sensory Stimulation Activities

24. **RT** As a class, have students take turns describing objects in the classroom or school. Other class members should guess the objects being described. Discuss with students the types of words they used to describe objects. Also discuss why words that describe the qualities of objects, such as color, shape, or size, are important for toddlers to learn and use.
25. **RT** *Sensory Stimulation Activities,* reproducible master 14-2. Use this master to present other sensory stimulation ideas for students to use when working with children. Students should create activities of their own.
26. **ER** *Planned Activities for Sensory Stimulation,* Activity D, SAG. Students should select a sensory stimulation activity to try with a toddler and record the results. (This can be done as a small group activity.)

Problem-Solving Activities

27. **RT** Have students explain why problem-solving activities should begin early in a child's life, such as in the toddler years.
28. **RT** *Problem-Solving Activities,* reproducible master 14-3. Use this master to show students other types of problem-solving activities that can be used when working with children. Students should create activities of their own.
29. **ER** *Planned Activities for Problem Solving,* Activity E, SAG. Students should select a problem-solving activity to try with a toddler and record their results.

Motor Activities

30. **RT** Have students review the section on "Motor Development" in chapter 11. Students should explain why toddlers have more advanced gross-motor skills than fine-motor skills.
31. **RT** *Motor Activities,* reproducible master 14-4. Use this master to present motor activities appropriate to use with children. Students should create activities of their own.
32. **ER** *Planned Motor Activities,* Activity F, SAG. Have students select a motor activity to try with a toddler. Students should record their results.

Language Activities

33. **EX** Discuss with students reasons the toddler's world of action needs an overlay of language.
34. **RF** *Modeling Language for Toddlers,* Activity G, SAG. Using descriptions of a toddler's language, students should expand what the toddler has said to model pronunciation and grammar, add a new word, and correct meaning.
35. **RT** *Language Activities,* reproducible master 14-5. Use this master to present other language activities students could try with toddlers. Have students brainstorm other activities to encourage language development.
36. **ER** *Planned Language Activities,* Activity H, SAG. Students should select a language activity to try with a toddler, then record their results.
37. **RF** With a librarian's help, students should list quality picture books for toddlers. (The list should include books appropriate for children under age three.)
38. **EX** Have students select a picture book and compare its durability with the criteria listed in the text.
39. **ER** Instruct students to try "reading" a picture book to a toddler. Students should share their experience with class members.

Social-Emotional Needs

40. **RT** Have students look up the word *transition* in a dictionary. Students should compare the dictionary definition of *transition* with the text discussion.
41. **RF** *Transition Stages Are Difficult,* Activity I, SAG. Have students compare the transition that occurs in the toddler stage with the transition that occurs in the teen years prior to the young adult stage.

Discipline

42. **EX** Discuss with students how adults need to balance self-assertion and obedience in their own life.
43. **RF** Instruct students to write a paper comparing the four needs of toddlers (as discussed in the text) with the needs of adults. Students should give examples of the different ways adults and toddlers must have their needs met.

Guidance: Helping Toddlers Control Their Emotions

44. **RT** Instruct students to look up the term *devil's advocate* in the dictionary. (The dictionary will give the origin of the term as well as its more common usage.) Do toddlers and adults say no at times for argument's sake?
45. **RT** Ask students to give some specific examples of situations that may trigger a temper tantrum.
46. **RT** Ask students for examples of how adults can lessen toddlers' fears. (An example is suggesting toddlers sleep with favorite stuffed animals.)

Planning Self-Awareness Activities

47. **ER** *Self-Awareness Activities,* reproducible master 14-6. Use this master to show students other types of self-awareness activities that can be used when working with children. Students should create activities of their own.
48. **RT** Discuss with students reasons the self-awareness of toddlers centers on the physical rather than the mental or social aspects of the self.
49. **ER** *Planned Activities for Self-Awareness,* Activity J, SAG. Students should select one or more self-awareness activities to try with a toddler. Have them record the results and share with the class.

Recognizing Developmental Delays

50. **RT** Ask students to prepare a list of common developmental delays in toddlers.
51. **ER** Ask a pediatrician to speak to the class about how he or she recognizes developmental delays in toddlers. Have students prepare a list of questions in advance.

▶ Answer Key

Text

To Review, pages 268-269

1. true
2. b, e
3. taking off
4. false
5. (List four:) Have a definite hour for bedtime and use a neutral stimulus to signal the hour. Set up a ritual that is relaxing. Choose a comfortable place for sleep. Tell toddlers who resist they do not have to sleep right away, just stay in bed. If toddlers show fear, tell them where you'll be while they sleep, provide a night-light, give them a stuffed toy or doll to take to bed, tell them that you will check on them often to see they are all right, and follow through with checks every 10 to 15 minutes until they are asleep.
6. b
7. false
8. b
9. (List two:) Tell the toddler what is going to happen five minutes in advance. Play a pretend game of obedience. Allow the toddler to make a few decisions when the results are not harmful.
10. (List three:) Reduce or avoid demands when the toddler is tired. Make requests in a pleasant tone of voice. Remove difficult toys or play equipment that seems to frustrate. Have enough toys to prevent boredom. Offer help when the toddler seems to need it. Give in on small demands. Praise the toddler for signs of control.
11. false

Student Activity Guide

Modeling Language for Toddlers Activity G

(Exact sentences should be student response.)

1. purpose: B. correct grammar, corrected word: ran
2. purpose: A. correct pronunciation, corrected word: pillow
3. purpose: C. correct grammar, corrected word: are
4. purpose: D. correct meaning, corrected word: duck
5. purpose: B. correct grammar, corrected word: feet
6. purpose: C. add a new word to vocabulary, corrected word: flies
7. purpose: A. correct pronunciation, corrected word: roses
8. purpose: D. correct meaning, corrected word: cello

Teacher's Resource Guide/Binder

Learnings of Toddlers, reproducible master 14-1

1. safety limits
2. toilet training

3. self-feeding
4. self-dressing
5. language
6. health habits
7. self-awareness
8. simple problem solving

term formed from circled letters: toddlers

Chapter 14 Test

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. F
9. F
10. T
11. T
12. T
13. F
14. T
15. T
16. F
17. F
18. T
19. F
20. F
21. D
22. D
23. D
24. C
25. C
26. A
27. D
28. A
29. D
30. A
31. B
32. A
33. D
34. A
35. A
36. C
37. H
38. F
39. J
40. K
41. E
42. L
43. I
44. G
45. D
46. B
47. The toddler makes the transition from almost total dependence on the adult to some independence from the adult. Independence is mainly seen in self-care skills. The second transition occurs in mental development as the toddler moves from an infant who communicates and thinks mainly in terms of actions to a toddler who communicates and thinks in terms of language.
48. Maintaining the toddler's self-esteem; Involving the toddler in routine daily activities; Giving the toddler time for play in order to check and recheck learnings; Providing a few enriching activities based on a toddler's own interest and learnings; Providing an overlay of quality language for all activities.

Learnings of Toddlers

Name ______________________ Date ___________ Period _____________

Toddlers must learn many tasks and concepts. Unscramble the words below that describe some of the learnings of toddlers. (Necessary hyphens and spaces between words are already inserted.) Then arrange the circled letters to form the term describing persons having the characteristics listed.

1. FTESAY IVISITLI ___ ___ ___ ___ ○ ___   ___ ___ ___ ___ ___ ___
2. LTETOI GINARNIT ___ ○ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___ ___
3. LFES-DEFNIEG ___ ___ ___ ___ - ___ ___ ___ ○ ___ ___ ___
4. LFES-RNISEGSD ___ ___ ___ ___ - ○ ___ ___ ___ ___ ___ ___ ___
5. NAGEUALG ○ ___ ___ ___ ___ ___ ___ ___
6. LTAHEH BTISAH ___ ○ ___ ___ ___ ___ ___ ___ ___ ___ ___
7. LSEF-WESRSANAE ___ ___ ___ ___   ___ ___ ___ ○ ___ ___ ___ ___ ___
8. LIVIISPE LIVIBOERP ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___
IGVNSOL ○ ___ ___ ___ ___ ___ ___

term from circled letters: ___ ___ ___ ___ ___ ___ ___ ___

Sensory Stimulation Activities

Name ____________________________ Date _____________ Period ________________

Read the following examples of sensory stimulation activities, then write two activities of your own. Because these examples involve sight, sound, and touch, focus one of your activities on taste and the other on smell.

Sensory Stimulation Activities

Dark and Light

You will need a shoe box or other small box with a lid. Cut a nickel-sized hole in the center of the lid. Put a small toy in the box and put a lid on the box. Tell the child to look through the hole, and ask him or her what they see. Explain that it is dark inside the box when the lid is on. Tell the child to take the lid off the box and look through the hole again. Ask the child whether he or she can see the object. Explain that it is light inside the box when the lid is off. Try looking at other objects in the same way.

Which Sound Maker?

Play with a toddler using a bell, a whistle, and a drum. Cover the toddler's eyes while you make one of the sounds. Ask the toddler which sound maker he or she heard.

Variation: You may record sounds, then play them for the toddler. After the toddler listens to each sound, ask him or her to point to the sound maker.

A Feeling Tour of the Yard

Help the toddler find rough and smooth objects in the yard. The toddler may feel smooth and rough rocks, rough tree bark, a smooth blade of grass, and a smooth rose petal.

Activity title ____

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Activity title ____

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Problem-Solving Activities

Name ____________________ Date __________ Period __________

Read the following examples of problem-solving activities, then write two activities of your own.

Drop-In Toys

Cut a circle large enough for a ball to drop through in the lid of a box. Place the lid on the box, then show the toddler how to drop balls or other small objects through the hole. Retrieve the objects from inside the box.

Puzzles

Very simple puzzles are fun for toddlers. Begin with one-piece puzzles and work up to puzzles with five or six pieces during the toddler years. For toddlers, each puzzle piece should depict an entire object or picture of an object. A knob on the puzzle piece will help the toddler's motor control.

Where Is the Toy?

Wrap a toy in newspaper and hide it in a box. You may also hide a toy in a box and place this box inside another box or boxes. Ask the child to find the toy.

Activity title ______________________________

Activity title ______________________________

Motor Activities

Name ______________________ Date __________ Period ____________

Read the following examples of motor activities, then write a gross-motor and a fine-motor activity of your own.

Gross-Motor Activities

Pick Up the Ball

As the toddler stands, roll the ball and say, "Pick up the ball." Model bending at the waist. (The child must bend at the waist before playing this.)

Climb and Sit

Place the toddler facing the front of a chair or sofa. The toddler's hands should rest on the seat. Raise the toddler's knee to the chair or sofa and give him or her a slight boost. Turn the toddler if he or she needs more help. Help the child less and less each time you try this activity. (If the chair or sofa seems too high, remove the seat cushion.)

Activity title ______________________________

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(Continued)

Motor Activities *(Continued)*

Name ____

Fine-Motor Activities

Scribbling

Tape paper (even newspaper will do) to a table or high chair feeding tray. Give the toddler a crayon. Show him or her how to make marks on the paper. (Remember, the toddler cannot yet hold the crayon with a mature grasp.)

Getting Dressed

Toddlers can learn to put on mittens and zip zippers. (They cannot start jacket zippers.) Special items, such as dressing dolls and books, can make this learning even more fun.

Activity title ______________________________________

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Language Activities

Name ___________________________ Date _____________ Period ________________

Read the following examples of language activities. Then write two activities of your own.

"Here We Go 'Round the Mulberry Bush"

Acting out the meaning of words helps the toddler learn. This song allows you to sing and act out such lines as, "This is the way we eat our soup," and "This is the way we wash our hands." You may use many other verses.

Follow Directions

Give the toddler simple directions using familiar objects. For example, say to the toddler, "Bring me the ball." Praise the toddler for following directions properly

Activity title ____

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Self-Awareness Activities

Name ____________________________ Date _____________ Period ________________

Read the following examples of self-awareness activities. Then write two activities of your own.

Name the Parts of the Face

Place the toddler's hands on your face. Name aloud each part of your face as the child feels it. Then have the toddler name the parts.

A Book About Me

Photograph the toddler's daily activities. Place the pictures in a photo album or in plastic bags that are fastened together with string.

Activity title ____

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____

Providing for the Toddler's Developmental Needs

Name ____

Date _________________________ Period _____________ Score _______________

Chapter 14 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Toddlers are still rather dependent on adults to meet their physical needs.

T F 2. Self-care skills influence toddlers' mental and social-emotional development.

T F 3. Toddlers' appetites continue to increase as they grow.

T F 4. Healthy toddlers are inclined to skip a meal now and then.

T F 5. Food problems are common in toddlers.

T F 6. New clothes for toddlers should be bought a size or two larger to allow room for growth.

T F 7. A toddler's garments should be selected according to the child's age.

T F 8. Adults should discuss nightmares with toddlers in order to discover the anxiety that triggers them.

T F 9. Once toddlers are able to sit, they can safely stay alone while bathing.

T F 10. Toddlers enjoy water play as a part of bath time.

T F 11. Books for toddlers should have mainly pictures and few words.

T F 12. Successful toilet training depends mainly on the toddler's readiness.

T F 13. Toddlers who have toileting accidents are being naughty.

T F 14. Toddlers, more than infants, enjoy specially planned bedrooms and play spaces.

T F 15. Toddlers are still learning through their senses.

T F 16. Toddlers cannot solve problems.

T F 17. Toddlers need much equipment to develop gross-motor skills.

T F 18. For the most part toddlers learn language by listening to adults.

T F 19. Adults cannot reduce the contrariness of toddlers because contrariness is just toddlers' nature.

T F 20. When a toddler has a temper tantrum it shows that the adult cannot manage the toddler effectively.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 21. Toddlers need adult guidance in _____.
A. self-feeding
B. self-dressing
C. toileting
D. All of the above.

________ 22. When purchasing or making toddlers' garments, the adult should consider _____.
A. quality of construction
B. ease of self-dressing
C. special features that toddlers enjoy
D. All of the above.

(Continued)

Name ____

________ 23. Leather, high-top baby shoes do not provide _____.
- A. warmth
- B. protection from harmful objects
- C. protection from dampness
- D. ankle support

________ 24. Which statement is false?
- A. Toddlers sleep fewer hours at night.
- B. Toddlers take fewer naps.
- C. Toddlers look forward to their rest and sleep times.
- D. Toddlers vary in the amount of rest and sleep they need.

________ 25. Successful toilet training involves the toddler's _____.
- A. physical maturity
- B. emotional readiness
- C. Both of the above.
- D. Neither of the above.

________ 26. Toddlers learn mainly through _____.
- A. daily activities and play
- B. direct teaching of adults
- C. adult enrichment of the toddler's own interest and learnings
- D. None of the above.

________ 27. Tantrums may be reduced by _____.
- A. spanking
- B. giving toddlers toys that will challenge them beyond their ability
- C. waiting until a child is frustrated before offering help
- D. giving in on small demands

________ 28. Adult-planned games should fit _____.
- A. toddlers' own interest and learnings
- B. toys that adults have purchased or made
- C. what adults know toddlers should learn at a certain stage
- D. All of the above.

________ 29. A suggestion for avoiding bedtime problems is to _____.
- A. include quiet "wind-down" activities
- B. tell the toddler where you'll be while he or she is sleeping
- C. keep toddlers away from others who are watching television, studying, etc.
- D. All of the above.

________ 30. Adult guidance of language mainly involves _____.
- A. being a good model of the language for the toddler
- B. "reading" a picture book to the toddler each day
- C. playing one or two language games with the toddler each day
- D. None of the above.

________ 31. Toddlers have a difficult time socially and emotionally because _____.
- A. adults do not understand them
- B. they are in a transition stage
- C. they want to be completely independent, which is impossible
- D. they are just stubborn

(Continued)

Name ____

________ 32. The best way to show toddlers they are loved is by _____.
- A. giving them hugs and telling them
- B. buying them toys
- C. taking care of them by feeding them the right foods, keeping them clean, and giving them time to sleep and rest
- D. having surprises for them on birthdays and other special occasions

________ 33. Consistency in discipline does not refer to sameness in _____.
- A. limits
- B. rewards for a given behavior
- C. punishments for a given behavior
- D. None of the above.

________ 34. The roots of self-awareness occur in the _____.
- A. toddler years
- B. early elementary years
- C. teen years
- D. young adult years

► Matching: Match the following terms and identifying phrases.

________ 35. desire for food

________ 36. the level of vitamins, minerals, proteins, and other needed substances in a food compared to the number of calories

________ 37. dressing and undressing without help

________ 38. sameness in what happens

________ 39. process by which adults help children achieve control over their excretory systems

________ 40. pants that have a multilayered cotton fabric crotch

________ 41. books designed for young children

________ 42. passing from one stage to another

________ 43. ability to control oneself

________ 44. to do as one chooses

________ 45. to act within limits set by others

________ 46. likeliness to oppose others

A. appetite
B. contrariness
C. nutrient density
D. obedience
E. picture books
F. ritual
G. self-assertion
H. self-dressing
I. self-restraint
J. toilet training
K. training pants
L. transition stage

► Essay Questions: Provide complete responses to the following questions or statements.

47. Describe the two major transitions made in the toddler years.

48. What are the most effective and least harmful ways to stimulate a toddler's growing mental abilities?

Part 5

Preschoolers

Physical Development of the Preschooler

15

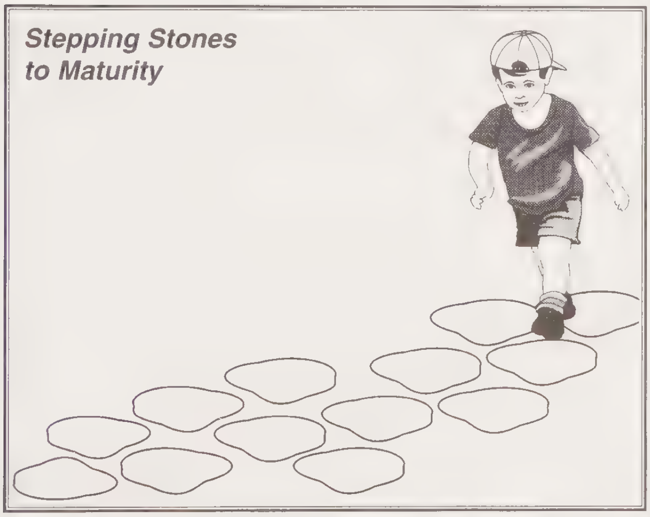
▶ Objectives

After studying this chapter, students will be able to

○ describe the physical development that occurs in preschool children.

○ describe preschool children's gross-motor and fine-motor skills.

▶ Bulletin Boards



I. Title: "Stepping Stones to Maturity"

Draw a preschooler (or enlarge a drawing of one) and place it on the board as shown. Place paper stepping stones on the board. As students progress through the chapter, they should write descriptive words or phrases to indicate growth and motor skill developmental changes on the stones.

II. Title: "Good Diet = Strong Bones and Teeth"

On the bulletin board place pictures of children who look healthy. Surround the children with pictures of foods that are appropriate for growing bodies.

III. Title: "A Comparison of Drawings by Three-, Four-, and Five-Year-Olds"

As students complete To Do activity number three in the text, they should place the examples of drawings on the bulletin board and label them by age.

▶ Teaching Materials

Text, pages 274-283

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *Average Heights and Weights of Preschoolers*
B. *Preschoolers' Bodies Mature*
C. *Observation: Strength and Coordination Increase*

Teacher's Resource Guide/Binder

Observation: Small-Muscle Control, reproducible master 15-1

Refining Preschoolers' Fine-Motor Skills, reproducible master 15-2

Chapter 15 Test

▶ Introductory Activities

Case Study

Four-year-old Garrett loves to draw with markers. His parents have difficulty identifying what he draws. They have tried giving him a theme for his pictures, but Garrett does not want to draw what they suggest. Sometimes he announces his theme after he completes a picture. Is this typical? Explain. What can Garrett's parents do to encourage his artistic attempts? How can they participate as he draws? How should they respond to his artwork? What types of questions should Garrett's parents ask?

Motivational Exercises

1. Ask students to suppose residents of a far away planet asked them to describe the growth and motor skill development of preschool "earthlings." Ask each student to list descriptive words and phrases, such as "on the go." After each class member makes his or her list, tally the most common words and phrases. On a file folder draw or mount one or more pictures of preschoolers. On the inside of the folder list the descriptive words and phrases in order of commonality, placing growth features on one side of the folder and motor skills on the other. Have students compare the descriptions with those in the text as they study the chapter.
2. Ask students to explain the meaning of the term *preschool* in the definition of *preschool children.* Many three- to five-year-old children attend nursery schools and other group programs for children. Ask students what level of schooling is implied in the term *preschool.*

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Body Growth and Development

3. **RT** Ask students to explain the difference in the rate of growth between toddlers and preschoolers.
4. **RF** "Children who are larger than their age-mates at age three will probably be larger than their age-mates at the end of the preschool years." Ask students to list some causes that could result in exceptions to this general statement.

Height and Weight

5. **RF** *Average Heights and Weights of Preschoolers,* Activity A, SAG. Using charts 15-1 and 15-2 in the text, have students average the heights and weights of boys and girls from ages three to five. Students should plot the averaged heights and weights on the graphs. The graphs should depict the height and weight increases of children between ages three and five.
6. **RT** Students should explain why boys tend to be slightly heavier than girls.
7. **RT** Discuss with students how preschool children's weight gains may not show or cause changes in clothing sizes. (Note: Normal weight gain in preschool children is mainly due to growth of muscle tissues.)

Other Body Changes

8. **RF** *Preschoolers' Bodies Mature,* Activity B, SAG. Instruct students to write descriptive phrases that summarize major body changes that occur in the preschool years.
9. **RT** Have students look up the term *deciduous* in a dictionary. Students should explain why "baby" teeth are technically referred to as *deciduous* teeth.
10. **RF** Using a nutrition book, students should list foods that preschoolers particularly need to develop healthy bones and teeth.
11. **RF** Using a nutrition book, students should list foods high in fiber and seasonings that may irritate the digestive tract of preschool children.

Motor Development

12. **EX** Instruct students to choose a skill (such as throwing or catching) in a sport with which they are familiar. Students should explain how success in the sport requires refined eye-hand coordination and quick reaction time.
13. **EX** Discuss with students why, in order for children's motor skills to develop, play is just as essential as physical maturation. (Note: Specialized skills require both maturation and experience.)
14. **ER** Have students observe the physical play of preschool children. Ask students what activities the children enjoyed most.

Large-Muscle Development

15. **RT** Ask students to explain whether they would expect preschool children to show more interest and have more success in gross-motor or fine-motor activities. Students should justify their answers. (Note: Gross-motor activities should be more developed according to the center-to-extremities principle.)
16. **RT** Students should explain the sequence of throwing and catching a ball from early preschool age to later preschool age. What three body maturation developments have occurred that have increased skill? (Note: Preschoolers can turn their body to the left or right when throwing. They can shift weight from one foot to the other. They have increased strength, balance, and coordination.)
17. **RF** *Observation: Strength and Coordination Increase,* Activity C, SAG. Have students observe and record the gross-motor skills of a preschool child.
18. **RT** Ask students to explain why a preschooler can catch a ball that he or she has bounced more easily than a ball someone else has thrown to him or her.
19. **EX** Students should observe preschool children trying to skip. Have students compare the preschoolers' attempts with the text discussion.
20. **RT** Instruct students to sequence the development of hopping and skipping. (Note: Preschoolers can hop on the preferred foot, hop faster and for a longer distance, can skip, and perform rhythmic hopping and precision hopping.)

Small-Muscle Development

21. **RT** Discuss with students why some preschoolers may lag in fine-motor development.
22. **RF** *Observation: Small-Muscle Control,* reproducible master 15-1. Have students closely observe preschool children performing everyday tasks, such as eating and dressing, that involve small muscles. Students should observe and describe as graphically as they can the way the child performed the task.
23. **RF** *Refining Preschoolers' Fine-Motor Skills,* reproducible master 15-2. Have students test the fine-motor skills of a preschooler and record their results. Students should present their findings to the class as an oral report.
24. **ER** Invite a preschool teacher to discuss the kinds of gross-motor and fine-motor activities used in the teacher's preschool program.

Answer Key

Text

To Review, pages 281-282

1. false
2. c
3. true
4. b
5. true
6. false
7. false
8. walking: d; running: c; jumping: a; throwing: b; balancing: e
9. (Student response.)
10. false

Student Activity Guide

Preschoolers' Bodies Mature, Activity B

Brain	continues to grow but at a slower rate than before
Trunk	grows to give more space for inner organs
Heart	slows, becomes steady; blood pressure increases
Fat	by age 5½, fat tissues are ½ as thick as at age 1
Legs	by age 5½, legs are half the length of the body (same as an adult)
Chest/Waist/Hip Measurements	all about the same (30 months) waist is smaller than chest and hips (5 years)
Height	average 43 inches (girls) 5 years average 43.25 inches (boys) 5 years

Head	⅕ body size at 2 years; ⅛ body size at 5½ years
Bones	ossify more; grow larger and longer
Teeth	may begin to fall out; permanent teeth are developing under the gums
Breathing	slows; becomes deeper
Abdomen	protrudes less
Digestive Tract	lags behind other organs; less tolerance for roughage and seasonings than adult
Weight	average 41 pounds (girls) 5 years average 41.5 pounds (boys) 5 years

Teacher's Resource Guide/Binder

Chapter 15 Test

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. F
9. T
10. T
11. A
12. D
13. C
14. C
15. B
16. D
17. B
18. D
19. D
20. B
21. B
22. C
23. H
24. D
25. A
26. B
27. G
28. E
29. C
30. F
31. I
32. Growth rate slows; Body proportions appear less "babyish;" Organ systems continue to mature.
33. There is rapid growth of gross-motor and fine-motor skills due to: (a) an increase in muscular strength; (b) more refinement of eye-hand coordination; (c) an increase in reaction time. These physical abilities are often coupled with a desire to engage in physical activities and to use the hands.

Observation: Small-Muscle Control

Name ______________________________ Date ______________ Period ________________

Similar to gross-motor skills, the fine-motor skills of preschoolers are much more mature than those of toddlers. However, preschoolers still have problems with fine-motor coordination as they work at various tasks. Observe preschool-age children as they eat, dress (button or unbutton clothing), or play. Try to observe a younger child and an older child performing the same activities. Note how they perform the task and differences in their coordination. Record your results.

Child's first name and age____

Tasks observed ____

How did the child perform the tasks? ____

Child's first name and age____

Tasks observed ____

How did the child perform the tasks? ____

____

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What differences did you see in the way they performed each task? Any similarities? Other than age, why do you think one child performed the task a little easier than the other? ______________________________

____

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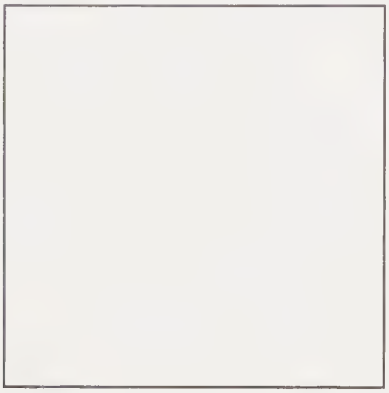
Reproducible Master 15-2

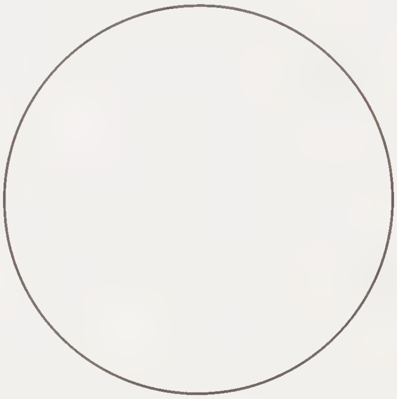
Refining Preschoolers' Fine-Motor Skills

Name ______________________ Date __________ Period ____________

Just as the preschoolers' gross-motor abilities increase with each year, so do their fine-motor abilities. Ask two preschoolers, one who is between 3 and 3 1/2 years old and the other who is between 5 and 5 1/2 years old, to do each of the following activities.

- Work on puzzles.
- Cut out copies of the predrawn two-inch square and circle with a two-inch diameter shown below.





- Trace with a crayon over the given letters.
- Draw a picture of themselves using a pencil (no crayons) and a three-by-five-inch piece of plain paper.

Record observations in the space below. Then prepare an oral presentation to share your findings with the class.

Results

Working on Puzzles

Three-year-old: Describe any problems with task. ______________________________

Five-year-old: Describe any problems with task. ______________________________

(Continued)

Refining Preschoolers' Fine-Motor Skills *(Continued)*

Name ______________________________________

Cutting Squares and Circles

Mount the completed cuttings below.

Three-Year-Old

Five-Year-Old

Describe any problems either or both of the children had in handling the scissors. ____________________

____

____

____

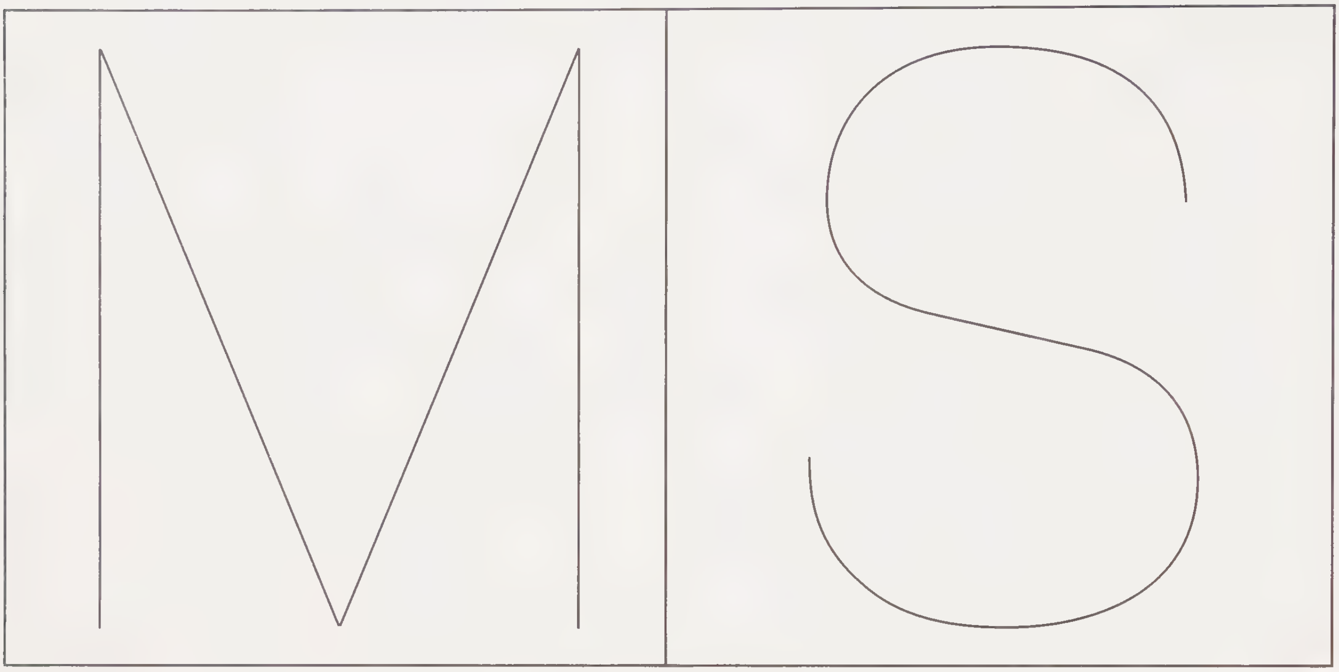
(Continued)

Refining Preschoolers' Fine-Motor Skills *(Continued)*

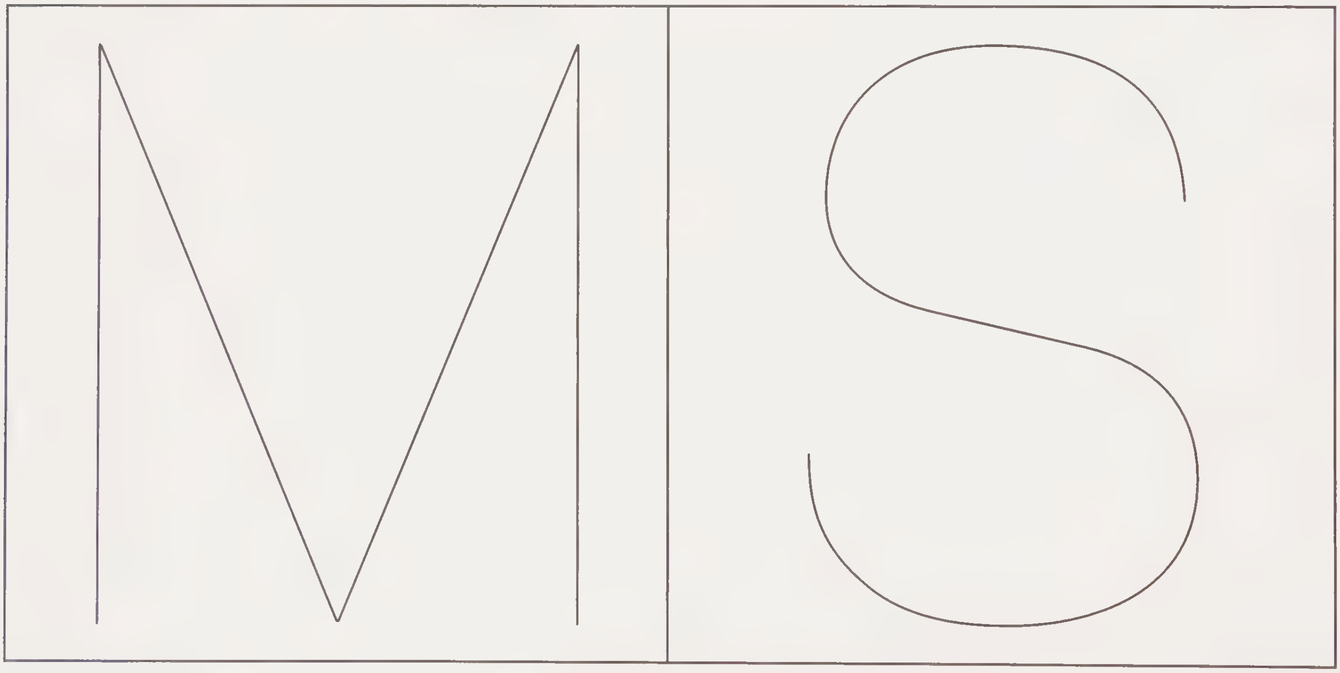
Name ____

Tracing Letters

Have children trace the letters below.



Three-Year-Old



Five-Year-Old

Describe any problems either or both of the children had in handling crayons. ____________________

____

____

____

(Continued)

Refining Preschoolers' Fine-Motor Skills *(Continued)*

Name ______________________________

Drawing of Self

Mount pictures in the space below.

Three-Year-Old

Five-Year-Old

Describe any problems either or both of the children had drawing themselves. ______________________________

____

____

____

Physical Development of the Preschooler

Name ____

Date _________________________ Period _____________ Score _______________

Chapter 15 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Preschool children's rate of growth slows.

T F 2. Boys are heavier than girls in the preschool years.

T F 3. The preschool child's head grows more than the face.

T F 4. Deciduous teeth begin to fall out between four and five years of age.

T F 5. Health problems can damage both teeth and bones.

T F 6. The large-muscle movements of preschool children are becoming smoother and rhythmic.

T F 7. The preschooler's brain grows at a faster rate than before.

T F 8. In most children a weight shift while throwing an object begins at age five.

T F 9. Judging the pathway of balls thrown from a distance is difficult for preschoolers.

T F 10. Preschoolers must achieve the skill of hopping prior to skipping.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

_______ 11. The rate of growth in preschool children _____.
- A. slows almost equally for all children
- B. speeds up almost equally for all children
- C. slows for larger-than-average children and speeds up for smaller-than-average children
- D. varies from child to child

_______ 12. The fine-motor skills of a three-year-old include _____.
- A. drawing a straight line
- B. building uneven towers of blocks
- C. unbuttoning buttons and pulling up large zippers
- D. All of the above.

_______ 13. Boys tend to weigh more than girls because boys tend to have _____.
- A. more fat tissue
- B. greater bone ossification
- C. more muscle tissue
- D. more water in the body

_______ 14. Of the total weight gain in the preschool years, muscle development accounts for _____ percent.
- A. 25
- B. 50
- C. 75
- D. 100

(Continued)

Name ____

_________ 15. The abdomen of preschool children protrudes less due to the _____.
A. tightening of the abdominal muscles
B. growth of the trunk
C. receding of fat tissue
D. straighter walking posture

_________ 16. Problems with bones may be due to _____.
A. malnutrition
B. diseases
C. injury
D. All of the above.

_________ 17. Which of the following is least mature in the preschool years?
A. liver
B. digestive tract
C. heart
D. lungs

_________ 18. Preschool children, as compared with toddlers, are more skillful in play activities because there is _____.
A. an increase in muscle development
B. a refinement of eye-hand coordination
C. an increase in reaction time
D. All of the above.

_________ 19. Improvement in running speed is most noticeable by age _____.
A. two
B. three
C. four
D. five

_________ 20. Preschool children's ability to climb is not aided by _____.
A. better balance
B. improved running ability
C. greater courage
D. All of the above.

_________ 21. Skills in hopping usually begin at _____ years.
A. two and four
B. three and five
C. four and six
D. five and seven

_________ 22. Which of the following actions help the preschooler's throwing ability?
A. body rotation
B. weight shift
C. Both of the above.
D. None of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

_______ 23. children between the ages of three and five years

_______ 24. long part of the body

_______ 25. works with the hands

_______ 26. relationship between what one sees and how well the hand responds

_______ 27. time required to react to a sight, sound, or other change in the environment

_______ 28. heart, lungs, liver, etc.

_______ 29. turning the trunk of the body to the left when the right hand is used and to the right when the left hand is used

_______ 30. temporary or "baby" teeth

_______ 31. holding one position, such as standing on one foot on the floor or standing still on the balance beam

A. manipulate
B. eye-hand coordination
C. body rotation
D. trunk
E. internal organs
F. deciduous
G. reaction time
H. preschool children
I. static balance tasks

► Essay Questions: Provide complete responses to the following questions or statements.

32. What are three major changes that occur in body growth and development during the preschool years?

33. Describe the basic motor development of preschool children.

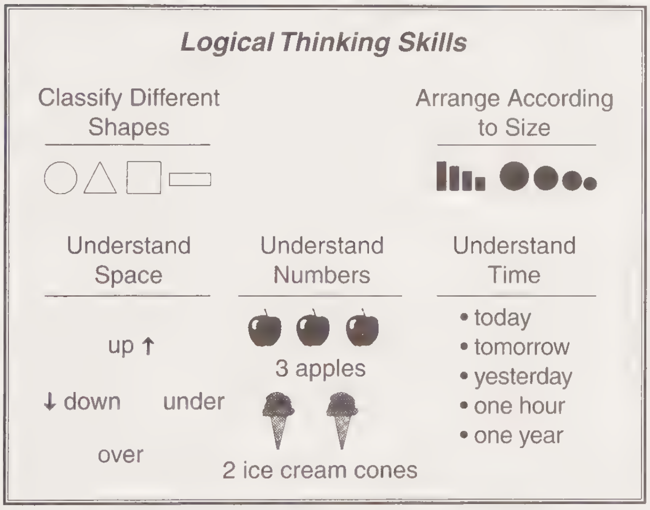
Intellectual Development of the Preschooler

16

▶ Objectives

After studying this chapter, students will be able to
- relate how new thinking skills emerge in preschool children.
- identify the major concepts learned at this stage of mental development.
- chart the increasing language skills of preschoolers.

▶ Bulletin Boards


Logical Thinking Skills
Classify Different Shapes
Arrange According to Size
Understand Space
Understand Numbers
Understand Time
up ↑
↓ down
under
over
3 apples
2 ice cream cones
• today
• tomorrow
• yesterday
• one hour
• one year

I. Title: "Logical Thinking Skills"

Under the title place the phrases *Classify Different Shapes, Arrange According to Size, Understand Space, Understand Time, Understand Numbers.* As indicated, place symbols and terms under the appropriate columns.

II. Title: "Beginning to Think"

Select or have students bring in cartoons or anecdotes in which a young child uses illogical thinking. Display these on the board. Have students share their experiences with young children who have used illogical thinking.

▶ Teaching Materials

Text, pages 284-297

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *Preschoolers Lack Complete Logical Thought*
B. *Using Symbols in Play*
C. *Fairy Tales and Children*

Teacher's Resource Guide/Blinder

Observing a Preschooler's Thought, reproducible master 16-1

Concepts of Preschool Children, reproducible master 16-2

Observation: Preschoolers and Grammar Problems, reproducible master 16-3

Chapter 16 Test

Teacher's Resource Binder

Following Directions, color transparency 16-1

▶ Introductory Activities

Case Study

Sylvester, a four-year-old, commonly uses phrases like, "Her wants a cookie," "Me eated," and "Me do that." Is this typical? How should his caregiver respond?

Motivational Exercises

1. Have students observe children in dramatic play. About how old were the children observed? What kinds of symbols did the children use in their pretend play? How could students tell that the children were pretending and not imitating?
2. Guide students through a logical thinking example. You may ask students, "If you have a term paper due next week, what sequence of work must take place in order to finish it on time? If you

don't finish it what happens?" Have students give other examples of people using logical thinking skills. How might young children react to a series of events that must be placed in sequence?

Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Intellectual Development

3. **RT** Review with students the section "How and What Toddlers Learn" in chapter 12 of the text.
4. **EX** Discuss with students reasons why older children and adults, unlike young children, can retain images of objects, animals, persons, and experiences after contact with the object is broken. (Note: Older children and adults are better able to judge the important features of objects, animals, persons, and experiences. They can better retain in their memories these important features as compared to young children.) Have students discuss under what conditions images fade in older children and adults. (Note: Fading may occur under the following conditions: (1) When contact is broken for a long time; (2) When the image is not vivid; (3) When brain disorders occur.)
5. **RF** Ask students to give an example of a mental action versus a physical action. (Note: Computing 2 + 2 = 4 in the head is a mental action; putting two blocks on the table, putting two more blocks together, and counting the four blocks is a physical action.)

How Preschool Children Learn

6. **RT** Discuss with students why the child's short memory for images of objects and persons causes many concepts to be incomplete or illogical. Ask students why the quickly fading image of a particular object or person (such as several apples, several horses, or several Santas) would cause the child to see different members of the same class as identical.
7. **RT** Ask students to give examples of some of the ways preschool children learn intuitively. Students should give examples of what a child might learn intuitively about space or time relationships.

Obstacles to Logical Thinking

8. **RT** After students look up the term *egocentric* in a dictionary, ask them the following questions: When Piaget uses the term *egocentric,* does he mean *viewing everything in relation to oneself* or *self-centered?* (Answer: "Viewing everything in relation to oneself.") How is the term *egocentric* more commonly used, such as by referring to an adult as *egocentric?* (Answer: *Self-centered.*) Have students share with class members some examples of children's egocentric thoughts.
9. **RT** Have students explain how children center their attention on one part instead of looking at all parts. This is an obstacle to logical thought for the preschooler.
10. **RT** Discuss with students the typical reactions of older children and adults to movie film that is run backwards. Ask students why people usually laugh at such a film. Have students use this example to explain why the concept of reversibility is difficult for preschool children to understand. (Note: Examples of physical concepts like texture are seen and felt before the person develops a mental concept of texture. Conversely, the concept of reversing or reversals is only mental because examples of reversing or reversals are seldom seen in real life.)
11. **RT** Ask students to give examples of obstacles to logical thought they have observed in children. Students should try to analyze under which of the obstacles each situation might be associated: egocentrism, centering their attention on only one part, focusing on individual steps or events, not being able to mentally reverse actions, or associating actions without using logic.
12. **RF** *Preschoolers Lack Complete Logical Thought,* Activity A, SAG. Ask students to match the stories with the types of obstacles to complete logical thought.
13. **EX** *Observing a Preschooler's Thought,* reproducible master 16-1. Instruct students to select a task developed by Piaget, research the task, plan the procedure for administering the task, try the task with a four-year-old, and record the results.

New Abilities Emerge

14. **ER** *Using Symbols in Play,* Activity B, SAG. Students should observe and record examples of the symbolic play of preschool children.
15. **RF** Have students recall any word (foreign or native) for which they did not know the meaning. After they discovered the meaning, how did this help their thinking?
16. **RF** Collect or have students collect drawings of preschool children. Label each drawing with the child's verbal description of his or her drawing. Display the drawings. Discuss with students how the drawings are more realistic in intent than visually accurate.
17. **ER** Guest speaker: Invite a nursery school or child care teacher to speak to students about some of the imitations they observe in preschool children.

What Preschool Children Learn

18. **EX** Have students look up the terms *physical* and *logical* in a dictionary. Students should contrast the meanings of these terms.
19. **RF** Ask students to explain with examples why logical knowledge concepts lag behind physical knowledge concepts in children's mental development.
20. **RT** Discuss with students why children believe humans and human-like beings cause all happenings.
21. **RF** *Fairy Tales and Children,* Activity C, SAG. Ask students to give some examples of children's stories that give life to inanimate objects. How do these stories affect children's thinking? (Note: These stories can make it difficult for children to separate reality from make-believe.)

Concepts Children Learn

22. **RT** Have students list the physical qualities of a number of classroom objects. Students should contrast their thinking with the concepts children need to learn in order to detect different physical qualities.
23. **RT** Ask students to give examples of possible objects or items children need to learn to classify, such as color or shape.
24. **RT** Discuss with students problems children may have with numbers even if they can count to 10 or 20.
25. **EX** *Concepts of Preschool Children,* reproducible master 16-2. Instruct students to try to complete the chart on common concepts developed by preschool children. Discuss their responses. As students study the chapter, have them add to or correct their charts as necessary.

Language Abilities Increase

26. **RT** Discuss with students how advanced speech affects social relationships and emotional expressions.
27. **RT** Ask students whether they ever think aloud. Have them give some examples of circumstances in which adults think aloud.
28. **RF** Students should listen to several preschool children talk. They should note whether the problems the children have in articulation closely match those given in chart 16-13 of the text. Students should share their observations with other class members.
29. **RF** Record the words, phrases, and sentences of preschool children as they play. Play the recording in class. Ask students the following questions: Do the children use more words to describe the physical features of objects (color, texture, shape, size) or more words to describe logical concepts (space relations, time relations, numbers, classes of objects)? Students should give examples to support answers.
30. **RT** *Following Directions,* color transparency 16-1. Use this transparency to illustrate the advanced language comprehension skills of four- and five-year-olds.
31. **ER** Invite students to interview a parent or an adult who works with preschool children. Ask the person to share some examples of how preschool children give their own meanings (as opposed to standard meanings) to words. Have students write a short paper based on their findings.
32. **ER** *Observation: Preschoolers and Grammar Problems,* reproducible master 16-3. Have students observe and record some preschool children's problems with grammar.
33. **RT** Ask students to explain why making some grammatical errors, such as adding an *ed* sound to irregular verbs and adding *s* or *es* to all nouns, is actually a sign of the child's growing intellect.
34. **ER** Guest speaker: Invite a school speech pathologist to discuss why some children master the articulation of sounds at an earlier age than other children.
35. **ER** Instruct a student or students to investigate and research the subject of stuttering. Have them write a short summary and present the paper in class.
36. **ER** Guest speaker: Invite a speech pathologist to provide more of an in-depth summary of the development of speech in children. The speaker may also discuss how adults can help identify and perhaps correct some speech problems.

▶ Answer Key

Text

To Review, pages 295-296

1. a
2. false
3. true
4. b
5. is a step between symbolic play and mental images: b; is made up of the most abstract symbols: d; are symbols stored in the mind: c; children use ideas from their real world, dreams, and imagination: a
6. (Student response.)
7. true
8. true
9. false

10. a. "Mommy fixed my toy."
    a. "I'm never going no more to your house."
    a. "I like food. I like apples best."

Student Activity Guide

Preschoolers Lack Complete, Activity A

Logical Thought

1. C. focus on individual steps, stages, or events
2. A. egocentrism
3. E. associating actions without using logic or reasoning
4. B. centering attention on only one part
5. B. centering attention on only one part
6. A. egocentrism
7. D. not being able to mentally reverse action

Teacher's Resource Guide/Blinder

Observing a Preschooler's Thought, reproducible master 16-1

Sources for the Piagetian tasks include the following: Piaget, *The Child's Conception of Number*

Piaget, *The Child's Conception of Movement and Speed*

Piaget and Inhelder, *The Child's Conception of Space*

Piaget and Inhelder, *The Early Growth of Logic in the Child*

Piaget, Inhelder, and Szeminska, *The Child's Conception of Geometry*

Many other books and articles on child development show Piaget's tasks. To do steps one and two of this activity, teachers may prefer to form three to five groups of students. Each group should choose a task, collect or make the materials, and share the materials for administering the task. Each student in each group would administer the task to a different child.

Chapter 16 Test

1. T
2. F
3. T
4. T
5. F
6. T
7. T
8. T
9. T
10. T
11. F
12. T
13. F
14. F
15. F
16. B
17. C
18. D
19. C
20. D
21. C
22. C
23. D
24. D
25. D
26. D
27. H
28. G
29. E
30. F
31. C
32. I
33. B
34. A
35. J
36. D
37. (Student response.)
38. Language aids mental abilities by helping the child to communicate and learn from others and by allowing the child to think in terms of words instead of actions.

Observing a Preschooler's Thought

Name ______________________ Date __________ Period ____________

Piaget designed many tasks that test children's logical thinking. For this activity do each of the following:

1. Select and research one task developed by Piaget.
2. Collect or make the materials and carefully write the procedure for administering the task.
3. Select a four-year-old child, try the task, and record the results.

As you work on this activity, complete the following information:

1. Name of task ____
2. Source of task materials and procedure ______________________________
3. Materials collected or made ______________________________________
4. Procedure for administering task __________________________________
5. Age and gender of child ____
6. Description of child's responses ___________________________________
7. Did the child have problems with logical thought as expected for this age? Explain. ____________

Concepts of Preschool Children

Name ____________________________ Date _____________ Period ________________

A person forms concepts when he or she discovers and defines important features common to a group of objects, animals, persons, or events. The particular concepts a person learns depend on his or her experiences throughout life. For instance, a person whose home overlooks an ocean probably forms more concepts about oceans than a person who has never seen an ocean. Not only are the concepts each person develops unique, but the rate of learning concepts varies from person to person. The rate at which a person learns concepts depends on the maturity of the person's mind, the person's interest in a concept, and the richness of the person's experiences with regard to a concept. Regardless of the concepts developed or the rate of development, a person learns all concepts over time. Concepts also are learned in stages that begin with general ideas and become more and more refined. Try to determine what concepts a toddler, a young preschool child, and an older preschool child might have about the items listed below. (An example is provided.) As you study the chapter, make any necessary changes or additions to your original answers.

Topic Concept	Toddler	Younger Preschool Child	Older Preschool Child
Dog	Dog applies to all fuzzy, furry creatures, such as all small, furry animals and stuffed animals.	Dog often refers to animals that are small and bark. Sometimes the child does not include large dogs and includes seals.	Child can now tell you how a dog differs from other animals. He or she may say, "A dog barks, a cat meows."
Daddy or Mommy			
Car			
Ball			
Water			

Observation: Preschoolers and Grammar Problems

Name ______________________ Date __________ Period _____________

Preschool children experience problems with grammar. Common mistakes include the following: (1) adding *ed* to make all verbs—including irregular verbs—past tense, (2) making plurals by adding *s* or *es* to certain nouns (for example, *childs*), (3) asking questions with incorrect word order, (4) using negatives incorrectly, and (5) using pronouns incorrectly. Listen to a group of preschool children talk with each other and with adults. In the space below record some of the phrases or sentences that illustrate their grammatical problems. Share your findings with other class members.

Incorrect Past Tense Verb Form

Incorrect Plurals

Incorrect Word Order for Questions

Incorrect Use of Negatives

Incorrect Use of Pronouns

Intellectual Development of the Preschooler

Name ________________________________

Date ____________________________ Period ______________ Score ________________

Chapter 16 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false

T F 1. Motor coordination aids mental development.

T F 2. Preschool children are as logical as adults.

T F 3. Preschool children may *not* be able to figure all concepts out in their head.

T F 4. Imitation must come before a child can create symbols to use in pretend games.

T F 5. Pretend games are of value only for the fun the child has.

T F 6. Preschool children often draw and then label their drawings rather than decide the subject first and then draw it.

T F 7. Symbols used in language are the most abstract of all symbols.

T F 8. Preschool children cannot reverse events in their mind.

T F 9. Preschool children note parts—not wholes—of figures.

T F 10. Understanding time is a logical thinking concept.

T F 11. If adults give preschool children correct scientific answers to their questions about natural happenings, children will develop correct cause and effect concepts.

T F 12. Because preschool children often talk without really communicating with others, their speech is referred to as *egocentric.*

T F 13. When learning vocabulary, children learn words for abstract ideas before they learn words for concrete items.

T F 14. Vocabulary is the same as grammar.

T F 15. Being able to count means that a child has learned the concept of numbers.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 16. Preschool children figure out many problems by _____.
A. trial and error
B. intuitive thinking
C. abstract reasoning
D. All of the above.

________ 17. Symbolic play for the child _____.
A. involves changing the "real" world into the desired world
B. is a mental activity
C. Both of the above.
D. None of the above.

(Continued)

Name ____

________ 18. Mental images are _____.
A. symbols
B. private and internalized
C. triggered by words or other events
D. All of the above.

________ 19. Piaget claims children are "egocentric" because they _____.
A. are self-centered
B. are not concerned with how others feel
C. believe everyone thinks in the same way and thinks the same concepts as they do
D. All of the above.

________ 20. Children can't always think logically because they _____.
A. view everything in relation to themselves
B. don't see the sequence of events that bring about changes
C. can't follow a line of reasoning back to where it started
D. All of the above.

________ 21. The major theorist who described children's mental development is _____.
A. Erikson
B. Maslow
C. Piaget
D. Jones

________ 22. The preoperational stage is when children _____.
A. depend primarily on their senses
B. know how to count
C. still can't think logically
D. All of the above.

________ 23. Logical thinking concepts include _____.
A. classification and arranging in order
B. number
C. space
D. All of the above.

________ 24. The speech of four- and five-year-olds includes _____.
A. problems with the use of pronouns
B. sentences that use conjunctions and prepositions
C. asking questions in the correct word order
D. All of the above.

________ 25. Major grammatical errors of preschool children involve _____.
A. making irregular word forms regular
B. negatives
C. questions
D. All of the above.

________ 26. Intellectual development consists of _____.
A. how people learn
B. what people learn
C. how people express what they know through language
D. All of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 27. the second major stage in the mental development as described by Piaget

________ 28. the first substage in the mental development of preschool children

________ 29. the second substage in the mental development of preschool children

________ 30. symbols of objects or past experiences that are stored in the mind

________ 31. belief that everyone thinks as they do

________ 32. ability to follow a line of reasoning back to where it started

________ 33. mentally grouping objects according to the ways they are similar

________ 34. talking to oneself

________ 35. asks for a yes or no answer

________ 36. sounds of the spoken language

A. monologue
B. classification
C. egocentrism
D. articulation
E. intuitive substage
F. mental images
G. preconceptual stage
H. preoperational stage
I. reversibility
J. tag question

► Essay Questions: Provide complete responses to the following questions or statements.

37. Give some examples of preschool children's problems in logical thinking.

38. How do the preschool child's developing language skills aid his or her mental abilities?

Social-Emotional Development of the Preschooler

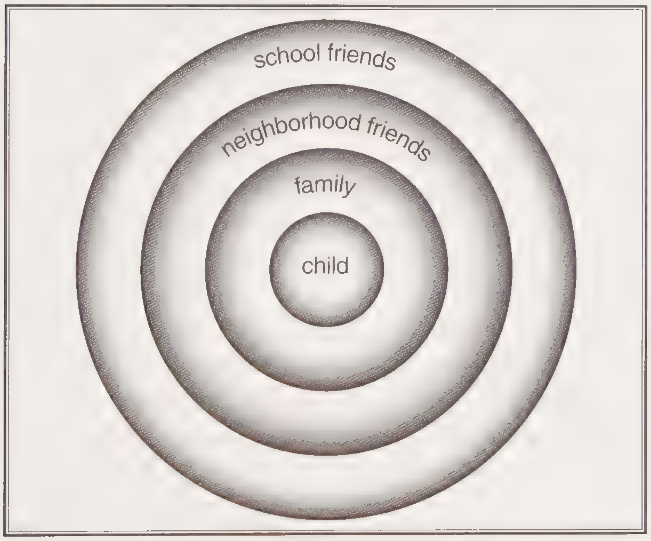
17

▶ Objectives

After studying this chapter, students will be able to

- ❍ analyze the problems preschoolers face as they develop initiative.
- ❍ explain the roles of adults and children in responsibility.
- ❍ describe how preschool children learn gender roles.
- ❍ discuss the growing importance of friends.
- ❍ describe how feelings and emotions change during the preschool years.

▶ Bulletin Board



I. Title: "The Preschooler's Expanding Circle of Friends"

In the center of the bulletin board, draw a small circle on which the word *child* appears. The words *family, neighborhood friends,* and *school friends* appear on the subsequent circles, as indicated, showing the ever-widening circle of friendships.

II. Title: "Initiative Means"

Ask students for examples of preschoolers' acts that show initiative within limits and without guilt. Have students clip and mount magazine or other pictures that show some of the acts. Place the pictures on the board. Students should label their pictures.

▶ Teaching Materials

Text, pages 298-308

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *A Dependable Adult*
B. *Friends Are Important*
C. *Learning from Play*
D. *Observation: Children at Play*

Teacher's Resource Guide/Binder

Sex Typing and Gender Roles, transparency master 17-1

Observation: Aggression in Preschoolers, reproducible master 17-2

Chapter 17 Test

Teacher's Resource Binder

Preschoolers Show Responsibility, color transparency 17-1

▶ Introductory Activities

Case Study

Clarissa and Trent are constant playmates and usually get along quite well. Both children are four years old. Trent has a two-week-old baby sister. At preschool this week Clarissa and Trent have not been sharing or getting along. It has disrupted the entire group. What could be causing these problems? How would you handle this situation if you were the teacher in charge?

Motivational Exercises

1. *Sex Typing and Gender Roles,* transparency master 17-1. Explain to students that learning gender roles is an important part of preschoolers'

social-emotional development. Sex *typing* (treating boys and girls differently) aids gender role learning. Gender roles may be defined strictly or more broadly depending on the culture and priorities of the people who surround children. Using the transparency, have students discuss areas of difference in the treatment of boys and girls. Write their responses on the transparency. Discuss with students how these differences affect the social-emotional development of boys and girls.

2. Ask students to cite examples of times when parents or caregivers have had to set limits on a child's exploration, curiosity, and independence in order to keep him or her safe from harm.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Developing Social Awareness

3. **RT** Instruct students to list words and phrases that define social awareness.
4. **RT** Ask students to recall their first friends. Were they relatives, neighborhood children, preschool play groups, or others? What do they remember about their play activities with others? How important to them were their friends?

Taking the Initiative

5. **RT** Have students use the following diagram to explain Erikson's theory. Students should use examples in their explanations. Diagram: trust (leads to) autonomy (leads to) initiative
   ⟶ ⟶
6. **EX** Ask students to think of examples of times they tried something and failed. How did this make them feel? Contrast this with how their successes made them feel. How can adults help to keep children from feeling like "failures?"
7. **EX** Have students role-play a group of adults planning a fund-raising project (or another activity of your choice). Some of the adults should "take initiative beyond their ability or beyond reasonable limits," some should "take initiative within reasonable limits," and some should "act afraid to show initiative due to past failures."
8. **ER** Panel discussion: Invite three or four parents to discuss activities their children tried in the preschool years. Have the parents be prepared to share some of the funny and dangerous consequences of the children's explorations.

Showing Responsibility

9. **RF** *A Dependable Adult,* Activity A, SAG. Have students list some examples of dependable adults. Students should also describe some advantages of being dependable as an adult.
10. **RT** *Preschoolers Show Responsibility,* color transparency 17-1. Use this transparency to indicate ways preschoolers show responsibility. Ask students to brainstorm other ways children can demonstrate they are learning responsibility
11. **RF** Students should plan some tasks a preschool child might be able to do in the home setting. Students should draw or illustrate five of these tasks on three-by-five-inch cards so the child may "read" these cards with little help. Have students ask a parent to try these tasks with his or her preschool child, helping and following up as needed. After a week the parent should report results.
12. **ER** Field trip: Arrange for students to visit and observe a group program for preschool children. After the visit students should explain the ways in which the adult encouraged the children to show responsibility.

Learning Gender Roles

13. **EX** For each of the following gender role expectations students should give an example of a specific learning society may expect of a male and a female: (a) physical behaviors, such as style of dress, speech, walking, and sitting; (b) priorities and attitudes, such as how a person treats members of the same or opposite sex; (c) various roles, such as in the family, community, and workplace.
14. **RT** Ask students for examples of overexaggerations when learning gender roles. (An example of an overexaggeration might be the following: A boy will not touch a doll if other boys are around, yet plays dolls with a sister at home.) Students should discuss whether they think boys or girls are more apt to overexaggerate when learning gender roles.
15. **ER** Have students ask several three- to five-year-olds to name someone they want to be like when they are grown. Students should report whether or not most of the choices reflect same-sex models.
16. **ER** Invite students to interview a person over 60 years of age. Students should ask the older person how women and men were expected to act differently in terms of physical behaviors, values and attitudes toward the same and opposite sex, and roles in the family, community, and workplace when they were younger. Instruct students to write an article on the differences.
17. **EX** Discuss with students reasons why some child development authorities might feel that learning a dual gender role *(androgyny)* is appropriate in today's society.

18. **EX** Ask students to speculate on options for women today and in the future.
19. **ER** *Observation: Children at Play*, Activity D, SAG. Students should observe a group of children at play and record their observations. Students are to pay particular attention to gender role modeling in play activities and conversation.

Extending Social Relations

20. **RT** Ask students for examples of how adults serve as social models.
21. **RF** *Friends Are Important,* Activity B, SAG. Students should observe and record characteristics of preschool children's friendships.
22. **RT** Ask students for examples of how preschool children's peer groups aid learning in the following ways: (a) by enriching play experiences; (b) by teaching children to be fair; (c) by forcing children to see from other children's perspectives; and (d) by providing fun times.
23. **RF** *Learning from Play,* Activity C, SAG. Students should describe possible learning from a number of play activities.

Feeling and Controlling Emotions

24. **RT** Discuss with students why preschool children react to stressors (illness, moving, death, adult quarrels, divorce) in more serious ways than toddlers.
25. **RT** Discuss with students ways that adults can positively foster children's feelings and help them control emotions.

Dependency

26. **ER** Invite students to interview a parent concerning his or her preschool child's level of dependence. Students should then share the following in class: (1) Explain how the child shows dependence. (2) Does the child's dependence ever upset the parent? If so, explain the circumstances. (3) How does the parent handle the dependence?

Fear and Anxiety

27. **RF** Instruct students to make a poster that depicts changes in fears from the toddler stage to the preschool years. (Students may leave space to depict school-aged fears and complete the poster while studying the chapter on school-age children.)
28. **RT** Discuss with students why fears change over the years. Students should give examples of adult fears of which preschool children would likely be unaware.
29. **RT** Ask students for examples of how fear can lead to more danger and to less danger.
30. **ER** Students should ask a group of preschoolers how they feel about the characters in the movie, *The Wizard of Oz.* Do they fear the munchkins or the wicked witch at all? Do they like scary stories? Find out whether any show on television frightens them. How do their parents help them overcome their fears? Have students share findings in class.

Anger and Aggression

31. **RT** Discuss with students reasons some experts are concerned about aggression depicted in books, comics and cartoons, television, and movies.
32. **RT** Ask students to describe how anger can be used as a way to (1) get your own way, (2) intentionally hurt another, and (3) gain attention.
33. **RT** Ask students to explain why children direct their anger more toward other children than toward adults.
34. **ER** *Observation: Aggression in Preschoolers,* reproducible master 17-2. Have students observe a group of preschool children at play and record information about their aggressive behavior. Students should give an oral presentation on their findings to the class.

Jealousy

35. **EX** Have students describe situations where teenagers feel jealous. At whom do they generally aim their jealousy? How do they feel toward that person or object? When they realize they must share something or someone, are children's feelings similar or different from those of teens?
36. **ER** Invite students to interview a parent concerning his or her preschool child's expressions of sibling jealousy. Students may ask the following questions: How long did the jealousy last? How did the child express jealousy? How did the parent(s) handle the situation? Students should use the information to write a paper about sibling jealousy.

▶ Answer Key

Text

To Review, pages 306-307

1. false
2. true
3. false
4. false
5. true
6. false
7. c
8. Peers make play experiences richer. Children are taught how to behave by peers. Children become less egocentric in peer groups. Children see friends as fun.
9. b, c, f
10. false
11. known
12. true

Teacher's Resource Guide/Binder

Chapter 17 Test

1. F
2. T
3. T
4. T
5. F
6. T
7. T
8. T
9. F
10. T
11. F
12. T
13. T
14. T
15. C
16. A
17. C
18. D
19. D
20. A
21. D
22. D
23. D
24. B
25. B
26. D
27. C
28. I
29. G
30. E
31. J
32. F
33. B
34. D
35. A
36. H
37. Children who take initiative achieve many goals by exploring, experimenting, and questioning. Self-control is learned, too, because initiative should be taken within limits defined by adults. Also, initiative in childhood leads to ambition and purpose in life as an adult.
38. The adult must select tasks, often household tasks, with the child's ability and time in mind. The adult must carefully explain and demonstrate how the tasks are to be done. If a child does a task correctly, praise is needed. If the child does not complete the task or does not do the task to a satisfactory level, the adult must provide additional encouragement or help, such as to reteach the task.
39. Children may have nightmares or physical problems, such as upset stomach, headaches, fevers, and change in appetite.

Sex Typing and Gender Roles

Areas of Difference	**Boys**	**Girls**
Birth announcement cards; greeting cards		
Clothes		
Popular games		
Toys		
Party decorations		
Bedroom/playroom decor		

Observation: Aggression in Preschoolers

Name ______________________ Date ____________ Period ______________

Aggression, both physical and verbal, occurs often in preschool groups. Although aggressive acts are often short-lived and soon forgotten by the "combatants;" adults who care for children feel as though they spend much of their time helping children avoid and resolve aggression. Observe a group of preschool children at play and give information requested below. Then plan and present to the class an oral presentation on your findings.

1. Describe the ages of children, number of children, and the play setting (indoor/outdoor; activity or activities).
2. Observe the play group for five minutes. Keep a tally of the number of aggressive acts you observe. How many did you note? ______________________
3. Observe again for an indefinite period. Record information on five aggressive acts using the chart on the following page. ______________________
4. Note the traits of children who seem to be frequently involved in aggressive acts. How would you describe these aggressive children's personalities? ______________________

   Note the traits of children who seem to have reasons to be aggressive at times but who often avoid aggressive acts. How would you describe these nonaggressive children's personalities? ______________________

   Compare your findings with the text discussion on the "take charge" and the more carefree children. ______

(Continued)

Observation: Aggression in Preschoolers *(Continued)*

Name ______________________________

Child Involved (first name)	Recipient of Aggressive Act (first name)	Form of Aggression	Probable Cause	How Resolved

Social-Emotional Development of the Preschooler

Name ______________________________

Date ____________________ Period __________ Score ____________

Chapter 17 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Preschool children rarely extend their social relationships beyond their family.

T F 2. For preschoolers too much failure can result in feelings of guilt.

T F 3. Preschool children often learn responsibility by performing household tasks.

T F 4. Exaggeration of male or female roles in play often occurs as a child learns his or her gender role.

T F 5. All fears are bad. Children should overcome all their fears.

T F 6. Adults are still important to preschool children.

T F 7. Through their own examples adults help children become dependable and accept responsibility.

T F 8. Preschoolers; learn to think about the feelings of others through social interactions.

T F 9. Fears remain the same from the toddler years through the preschool years.

T F 10. A hit or shove may be a preschool child's sign of affection.

T F 11. Once children go to preschool and are involved with other children, they no longer depend on parents for emotional support.

T F 12. Parental time spent with a new baby is often translated by preschool children as less parental love for them.

T F 13. Stress in preschool children can bring on more jealousy.

T F 14. Some fears may help protect children from harm.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 15. "Responsibility is not taught but caught" means that children develop responsibility when _____.
   A. parents tell them how important it is to assume responsibility
   B. they are strictly disciplined if they do not carry through their responsibilities
   C. parents model responsible behavior
   D. they are assigned small household tasks

________ 16. Initiative in the preschool years later leads to _____.
   A. ambition and purpose for one's life
   B. happiness in marriage
   C. curiosity about the world
   D. better self-control

________ 17. Children need some limits placed on their initiative for the purpose of _____.
   A. reducing the fear of trying new things
   B. preventing some failures and the resulting feelings of guilt
   C. Both of the above.
   D. None of the above.

(Continued)

Name ____

________ 18. Learning to be dependable involves _____.
- A. many years of work
- B. experiences
- C. successes and failures before mastery is achieved
- D. All of the above.

________ 19. As children develop initiative, they _____.
- A. like to ask questions
- B. like to explore
- C. may feel they are bad when they fail
- D. All of the above.

________ 20. Friendship is seen by preschool children from _____.
- A. a selfish point of view
- B. an unselfish point of view
- C. a mutual interest point of view
- D. None of the above.

________ 21. The learnings of the peer group include _____.
- A. how to play fairly
- B. how to listen to others
- C. new ideas for play
- D. All of the above.

________ 22. Stressors occurring in preschool children compared to those in toddlers are characterized as _____.
- A. lasting for a shorter amount of time
- B. less serious
- C. Both of the above.
- D. None of the above.

________ 23. Preschoolers' gender role learning depends on _____.
- A. how they are treated
- B. how they see men and women treated in their home, community, and on television
- C. their cultural patterns
- D. All of the above.

________ 24. Too many failures can cause a child to _____.
- A. turn to earlier behaviors
- B. be afraid to try new experiences
- C. cling to their parents
- D. yell at their friends

________ 25. Sibling jealousy begins when preschool children realize that the _____.
- A. new baby usually gets his or her way
- B. bond between the older child and the parent has changed
- C. parent loves the older child less
- D. All of the above.

________ 26. Good parenting involves _____.
- A. encouraging children to take the initiative for their own learning
- B. minimizing feelings of guilt when children do tasks that are too hard for them to do
- C. giving children opportunities to show they can be dependable and responsible
- D. All of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 27. feeling blame for a wrong

________ 28. treating boys and girls differently

________ 29. the part you play as a boy or girl

________ 30. situations that cause feelings of tension

________ 31. brothers and sisters

________ 32. children near the same age

________ 33. seeking attention, approval, comfort, and contact

________ 34. thinking and acting on your own

________ 35. seeing how you fit into different groups

________ 36. envy that is not directly expressed and even denied

A. social awareness
B. emotional dependency
C. guilt
D. initiative
E. stressors
F. peers
G. gender role
H. repressed jealousy
I. sex typing
J. siblings

► Essay Questions: Provide complete responses to the following questions or statements.

37. Why do preschool children need to take initiative?

38. How does a preschool child learn responsibility?

39. How may repressed jealousy be harmful for the child?

Providing for the Preschooler's Developmental Needs

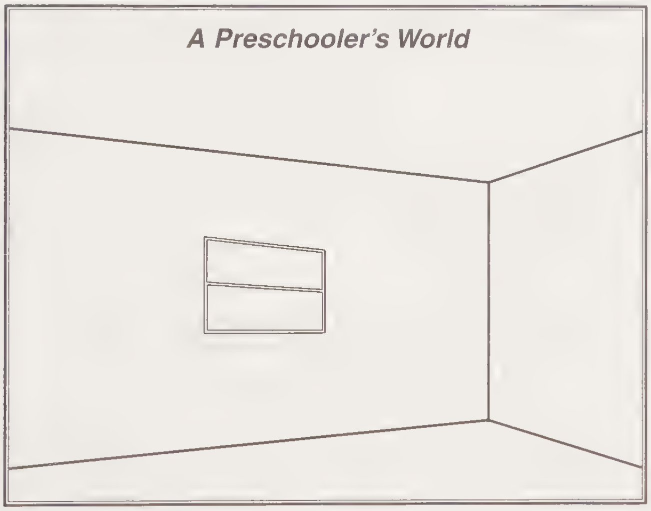
18

▶ Objectives

After studying this chapter, students will be able to

- plan ways to meet the developmental needs of preschool children.
- help preschool children care for their own physical needs.
- stimulate preschool children's mental thinking.
- assist preschoolers in meeting their social and emotional needs.

▶ Bulletin Boards



I. Title: "A Preschooler's World"

Draw the outline of an empty room on the board. Have students select pictures of furniture and accessory items that are designed for a preschool child's bedroom or play space. Students should display these items on the board.

II. Title: "Preschoolers Can Group Objects That Are Alike"

Students should group various shapes together, such as squares, triangles, and colors, under the title.

▶ Teaching Materials

Text, pages 310-339

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *Special Foods Are Fun*
B. *Evaluating Garments for Preschoolers*
C. *Planned Observation Activities for Preschoolers*
D. *Problem-Solving Games-A Step Toward Logic*
E. *Observation: Let's Pretend*
F. *Vocabulary Grows from Everyday Activities*
G. *Helping with Tasks*

Teacher's Resource Guide/Blinder

Helping Preschoolers Gain Independence, reproducible master 18-1

Observation Activities for Preschoolers, reproducible master 18-2

Sorting and Classifying Activities, reproducible master 18-3

Activities for Putting Objects in Order, reproducible master 18-4

Transformation Activities, reproducible master 18-5

Reversal Activities, reproducible master 18-6

Activities That Help Children Learn Through Symbolizing, reproducible master 18-7

Gross-Motor Skill Activities, reproducible master 18-8

Harnessing Preschoolers' Energy, reproducible master 18-9

Chapter 18 Test

Teacher's Resource Binder

Helpful Features Encourage Self-Dressing, color transparency 18-1

▶ Introductory Activities

Case Study

Four-year-old Jorge has a new little brother. Jorge's behavior is suddenly aggressive, which is uncharacteristic. He also has toileting accidents, sucks on a bottle when he can, and screams loudly when people come to visit. His parents are busy with the newborn and tired from lack of sleep. Because they have little patience with Jorge they put him in "time out" many times a day. How can Jorge's parents help him and reduce their frustrations?

Motivational Exercises

1. Ask students to contrast a preschooler's physical, mental, and social growth with a toddler's.
2. *Helping Preschoolers Gain Independence,* reproducible master 18-1. For each dependence problem given have students brainstorm ways that adults could foster independence.
3. Students should list ways that adults can help preschoolers meet their developmental needs. They may add to the list as they progress through the chapter.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Physical Needs

4. **RT** Ask students for examples of how each of the following developmental changes equip children to better meet their physical needs: (a) maturation of the body; (b) refinement of many motor skills; (c) the growing mind.
5. **RT** Discuss with students how the adult-child relationship is aided when adults help children meet their physical needs.

Meeting Nutritional Needs

6. **RF** Ask students to make a poster depicting reasons the preschool child needs good nutrition.
7. **EX** Invite students to ask a preschool child to name foods he or she likes and dislikes. Keeping the child's preferences in mind, students should plan a week's menu that covers a preschooler's general needs. (Note: You may use chart 18-3 in the text as a guide.) Students should critique one another's menus in class.
8. **EX** *Special Foods Are Fun,* Activity A, SAG. Have students plan one nutritious and attractive-looking meal or snack. Students should try serving their meal to a preschooler and evaluate it according to the preschooler's response.

Selecting the Right Clothes

9. **RT** *Helpful Features Encourage Self-Dressing,* color transparency 18-1. Use this transparency to lead a discussion about self-dressing features that help children learn to dress themselves.
10. **RF** *Evaluating Garments for Preschoolers,* Activity B, SAG. Students should choose and evaluate a garment for a preschooler.
11. **EX** Instruct students to choose a pair of shoes for a preschool child and compare the shoes with the criteria in chart 18-11 in the text.
12. **ER** Students should show a child photos of clothing for preschool children. Students should ask the child what he or she likes and does not like about the clothes. Students should list the likes and dislikes, then share the list in class.

Handling Sleep and Toileting Problems

13. **RT** Instruct students to review the bedtime ritual planned in *Bedtime Rituals,* chapter 14, Activity A, SAG. Have students list ways they would change the toddler's bedtime ritual to meet a preschooler's needs.
14. **RT** Discuss with students how they would handle a preschooler's problem with bedtime toileting accidents.
15. **ER** Guest speaker: Invite an adult who works in a preschool program to share ways he or she helps preschool children avoid toileting accidents.

Providing Needed Space and Furnishings

16. **RF** Students should list the values of having storage spaces for preschool children's possessions. Discuss with students the qualities of good storage spaces.
17. **ER** Field trip: Arrange to visit several preschool facilities to look at the storage spaces for preschool group programs. Have students discuss how parents could adapt some of the storage spaces for home use.

Intellectual Needs

18. **EX** Discuss the following question with students: How do divergent thinkers benefit society?
19. **RT** Have students discuss how adults can stimulate children's mental abilities while going for ice cream, shopping, and going to the park.
20. **RT** Students should explain why the home and neighborhood are more important places for learning than are special programs.

Learning Through Observing

21. **RT** *Observation Activities for Preschoolers,* reproducible master 18-2. Use this master to present various observation activities for students to use while working with children. Students may create an activity of their own.
22. **RF** *Planned Observation Activities for Preschoolers,* Activity C, SAG. Have students select one or more of the observation activities to try with a preschool child. Students should record results.

23. **RF** Instruct each student to observe a preschooler watching a children's television program alone. Note the child's actions and comments. Observe another preschooler watching a similar program with an involved adult. Again record the child's actions and comments. Discuss the differences between the two situations in class. Also discuss ways in which passive observation may promote a child's short attention span, focus attention on minor details, and promote incorrect understandings.

Learning Through Problem Solving

24. **RT** *Sorting and Classifying Activities,* reproducible master 18-3. Use this master to show students various sorting and classifying activities to use when working with children. Students may create activities of their own.
25. **RT** *Activities for Putting Objects in Order,* reproducible master 18-4. Use this master to show students various activities that help children practice putting objects in order. Students may create activities of their own.
26. **RT** *Transformation Activities,* reproducible master 18-5. Use this master to show students various activities that help children understand transformation.
27. **RT** *Reversal Activities,* reproducible master 18-6. Use this master to show students various reversal activities to try with preschoolers. Students may create activities of their own.
28. **RF** *Problem-Solving Games-A Step Toward Logic,* Activity D, SAG. Have students select one activity from each of the following areas: classification, putting objects in order, transformation, and reversals. Use the activities with a preschool child. Students should record their observations of the preschool child's interest in the activities and learnings.

Learning Through Symbolizing

29. **ER** Instruct students to prepare an article for a local newspaper explaining the types of symbols preschool children need to experience before they begin to read and write words.
30. **RT** *Activities That Help Children Learn Through Symbolizing,* reproducible master 18-7. Use this master to show students various activities that encourage children to learn through symbolizing. Students may create activities of their own.
31. **RF** *Observation: Let's Pretend,* Activity E, SAG. Students should observe children in pretend play. What items do they use as symbols to represent imaginary objects? Have students record observations and report in class.

Learning Through Motor Skills

32. **RT** *Gross-Motor Skill Activities,* reproducible master 18-8. Use this master to identify motor skill activities appropriate for preschoolers. Students may create an activity of their own.
33. **RF** Instruct students to observe a toddler and a preschool child playing with equipment that requires fine-motor skills, such as scissors, crayons, beads, or building sets. (The equipment should be a toddler-safe style and size.) Students should contrast the children's skills and share observations with class members.
34. **RF** Ask students to show and explain how children's building toys can accommodate the different stages in children's development. (Note: Building toys for younger children come in larger piece sizes and have fewer total pieces. For older children the piece size is smaller and the total number of pieces increases.)
35. **RF** *Harnessing Preschoolers' Energy,* reproducible master 18-9. Students should observe and record adult-child interactions during times when preschoolers are expected to be quiet or still. Students should then offer suggestions on how to use the preschoolers' energies during quiet activities.

Learning Through Language

36. **RT** Discuss with students why twins or triplets have more problems with language than single-born siblings.
37. **RF** *Vocabulary Grows from Everyday Activities,* Activity F, SAG. Students should list words children might learn when adult-child talk becomes part of daily activities.
38. **RT** Have students discuss reasons why some adults (parents, baby-sitters, etc.) allow preschool children to watch television for many hours each day.
39. **RF** With the help of a librarian students should choose a quality book for a preschool child. Students should list new words and concepts the child may learn by hearing the story and talking about the illustrations.
40. **RF** A first-grade teacher said he could quickly tell which children beginning first grade had been read to and which children had mainly watched television in their preschool years. (The teacher did not receive this information from parents or other adult caregivers.) Ask students to explain how this could be true.

Social-Emotional Needs

41. **RT** Discuss with students possible reasons preschool children's self-concepts are more fragile than those of adults.

42. **ER** Guest speaker: Invite an adult who is employed in a preschool program to share with the class some examples of social progress children have made after beginning the program. (Note: Ask the speaker to avoid using children's names.)

Discipline: Helping with Initiative and Mistakes

43. **EX** Instruct students to role-play the parts of parents making a mistake, admitting it, and telling or showing children that making mistakes doesn't make a person "bad."
44. **EX** Instruct students to role-play the parts of adults setting limits for children concerning how much television they may watch, where and how long they can play, and when they should go to bed.

Sharing Responsibility

45. **RF** Have students make an item to help a child learn a task. (For example, students may make some place mats that picture the basic positions for a plate, cup and saucer, glass, three pieces of flatware, and napkin.)
46. **ER** Panel discussion: Invite several parents of preschool children to discuss tasks their children have done successfully. Panelists should focus on how they explained the tasks to the child, to what standards they expected the tasks to be completed, and how much and what kind of adult help was needed.

Aiding Gender Role Learning

47. **ER** Have students look at occupational books and toys for children. Students should find examples of how some of the books and toys promote traditional gender roles and how others promote nontraditional gender roles.
48. **RT** Panel discussion: Invite an equal number of mothers and fathers to discuss teaching gender roles. Mothers should discuss some of the activities they do with their daughters; fathers should discuss some of the activities they do with their sons. Panelists and class members should discuss what the children are learning about gender roles as they participate in the activities.

Providing Time for Friendships

49. **RT** Discuss with students why showing concern for a hurt child is a more effective guidance technique than punishing the aggressor.
50. **ER** Instruct students to plan and present a skit depicting two children who want the same toy. Students should show several positive ways adults may handle the situation.

Helping Children with Emotional Control

51. **RF** Ask students to list some specific ways parents and teachers can encourage independence.
52. **RT** Discuss with students why adults never should laugh at or belittle children's fears. How can adults be models of courage even when they themselves are fearful?
53. **RF** Ask students to list as many ways they can to reduce competitive situations among children. Students should observe examples of how adults working in preschool programs attempt to reduce competition.
54. **RF** Have students list tasks a preschool child could perform to help with a new baby.
55. **EX** Students should role-play how to best prepare a child for a new brother or sister.

Recognizing Developmental Delays

56. **RT** Ask students to prepare a list of common developmental delays in preschoolers.
57. **ER** Ask a pediatrician to speak to the class about how he or she recognizes developmental delays in preschoolers. Have students prepare a list of questions in advance.

▶ Answer Key

Text

To Review, pages 336-337

1. b, c
2. true
3. c, d, e
4. (List three:) long shoelaces; no reflective tape on clothes worn after dark; nondetachable hoods; floppy headwear and/or pant legs; long, wide sleeves; drawstring ties; long scarves and sashes; too large clothes
5. true
6. a, c, d, f
7. (List two:) Restrict bedtime liquids. Remind children to use the toilet when they wake up, before they go to bed, and before they leave the house. Make certain children's clothes are easy to put on and take off.
8. false
9. adults
10. should not
11. (List two:) Give positive statements when children are successful. Give children the freedom to try things on their own. Give children reasonable limits. Admit their own mistakes to children.
12. true
13. (List two:) Teach children that they do not always have to share any more than adults do. Model concern for the hurt rather than shame the aggressor. Explain feelings of both children wanting the same toy or wanting to do the same thing.
14. false

Teacher's Resource Guide

Chapter 18 Test

1. T
2. T
3. T
4. T
5. F
6. T
7. F
8. T
9. T
10. T
11. F
12. T
13. T
14. F
15. F
16. F
17. C
18. D
19. A
20. D
21. C
22. D
23. C
24. D
25. A
26. D
27. C
28. A
29. D
30. D
31. B
32. B
33. G
34. F
35. C
36. E
37. I
38. B
39. D
40. L
41. A
42. J
43. K
44. H
45. Adults expect preschool children to become more independent by doing such tasks as meeting more of their own physical needs and enjoying the friendships of other children. Adults also expect preschoolers to develop more accurate concepts and express these concepts with words. Showing more responsibility and more control of feelings are other adult expectations of preschoolers.
46. Help with meeting physical needs, such as providing nutritious foods; Chances to do activities with adults and talk to adults so that mental and language abilities develop; Support for social-emotional development through encouraging independence, helping preschoolers show responsibility, and setting an example of how to control hurtful expressions of feelings.

Helping Preschoolers Gain Independence

Name ____________________ Date __________ Period ____________

Problem: Susan is three years old and waits for her mother to dress her completely.

Possible Solutions:

Problem: When any adult or child speaks to Chris, he hides behind his parent or baby-sitter.

Possible Solutions:

Problem: Debbie, a 4½-year-old, sobs each time her mother takes her to the child care center (even though she is well cared for and has been attending the program for several months).

Possible Solutions:

Problem: During any creative activity in the kindergarten Richard hesitates and will not begin until he sees how his classmates are doing the activity.

Possible Solutions:

Observation Activities for Preschoolers

Name ______________________ Date ____________ Period ______________

Read the following examples of observation activities for preschoolers, then write an activity of your own.

Little Bits of Big Objects

Give the child a paper towel tube or small mailing tube to use as a telescope. Show the child how to look through the tube with one eye while the other eye is closed. (You might explain that a real telescope helps people see objects that are far away.) Point to a rather large object, such as a chair. Ask the child to look at it through the tube. Help the child move the tube until he or she sees the object. Then say, "Which part of the chair do you see?" Name parts for the child to find and ask questions about each part, such as questions about its color and shape.

Guess What It Is

Gather some of the child's toys. Have the child name and point to important parts of each toy. For example, the parts of a plane would include the wings, the tail, and the cockpit. After looking at several objects, begin the guessing game. Have the child close his or her eyes. Place an object in front of the child, covering all but one part with a cloth. Then ask the child to identify the object. Let the child check by taking the cloth away.

Activity title ______________________________

Sorting and Classifying Activities

Name ____________________________ Date _____________ Period ________________

Read the following sorting and classifying activity, then write a sorting and classifying activity of your own.

Sorting Activities

Red Here, Blue There

Gather red and blue objects (beads, small blocks, and others) and two pieces of paper (one red and one blue). Begin by placing a red object on the red paper. Say, "I am putting the red block on the red paper." Repeat with a blue item. Then pick up a red or a blue object and ask, "Where does this blue block (or red block) go?" If the child understands, give the object to the child to put on the paper. The child may continue until all objects are sorted. If the child does not understand, repeat the first step.

Activity title ____

(Continued)

Sorting and Classifying Activities *(Continued)*

Name ____

Classifying Activities

Two Houses

Show the child a group of small blocks or beads that may be classified by color or shape. Ask, "Are any of these alike in some way?" The child may respond by saying that some of the objects are blue. The child may say some are red, some are blue, some are round. If the child does not single out a property, say, "Would you like to find all the red or all the blue or all the round ones?" (Let the child choose.) Then, get out a shoebox or other small box and say, "Let's put all the blue blocks in here. We will put all the blocks that are not blue in this other box." After the child has grouped the blocks correctly say, "This is the house for items that are not blue."

Activity title ____________________________________

Activities for Putting Objects in Order

Name ____________________________ Date _____________ Period ________________

Read the following activity for putting objects in order, then write two activities of your own.

Little, Bigger, Biggest

Gather three boxes-one very small, one larger, and one even larger. Set the boxes in front of the child so that the smallest box is to the child's left, the medium one is in front of the child, and the largest box is to the child's right. Ask the child to find the little box, then the bigger box, and finally the biggest box. If the child makes a mistake and does not correct it, try nesting the boxes to correct him or her.

Activity title ____

Activity title ____

Transformation Activities

Name ______________________ Date __________ Period ____________

Read the following transformation activity, then write two activities of your own.

Growing Plants

Help the child plant a fast-growing seed, such as a bean. You may also put a sweet potato in water. Observe it daily and talk about the changes taking place. Taking pictures can help the child recall past states.

Activity title ________________________________

Activity title ________________________________

Reversal Activities

Name ______________________ Date __________ Period ____________

Read the following reversal activity, then write two activities of your own.

Water and Sand Play

Gather two containers of different sizes. Put some water into one of them. Let a child pour the water from one container into the other and back again. The child can do a similar reversal with sand.

Activity title ______________________________

Activity title ______________________________

Activities That Help Children Learn Through Symbolizing

Name ____________________ Date __________ Period ____________

Read the following example of an activity that helps children learn through symbolizing, then write two of your own.

Pantomime

Have the child act out an action. The adult may suggest one, or the child may choose one. Have others try to guess what the action is.

Activity title ______________________________

Activity title ______________________________

Gross-Motor Skill Activities

Name ____________________________ Date _____________ Period ________________

Read the following gross-motor skill activities, then write one activity of your own.

Skipping

Teach the child to skip by doing a step-hop on one foot and then a step-hop on the other. After the child masters the step-hop, add music or a rhythmic beat. The pattern of the sound should help the child skip with the beat.

Sliding

Teach the child to slide by moving one foot to the side and bringing the other foot up to it. Do not let the body bounce. Once the child masters the step, have him or her slide through narrow spaces. The child may also slide to music.

Bending, Twisting, and Swaying

Have the child try movements with feet in place, such as bending, twisting, and swaying. Use such movements to pretend to be the wind, a rocking boat, a swaying tree, or any other object. You may also move to music with the child.

Activity title ____

____

____

____

____

____

____

____

____

____

____

Harnessing Preschoolers' Energy

Name ____________________________ Date ______________Period ________________

Preschoolers are increasingly called upon to "sit still" or "walk quietly" in group programs for young children. Parents ask children to keep still at home, too. Parents and others who work with young children must learn to use the preschoolers' energy even in "quiet" activities. In the space below respond to each of the following questions.

1. Observe four- or five-year-old children in a group setting, such as kindergarten, while the adult reads a story or involves the children in another "quiet" activity. After observing, respond to the items below.

   Did the adult ask or tell the children to be quiet or sit still? ____

   If so, describe what the adult asked or said. ____

   ____

   ____

   Did all the children really sit quietly by the adult's standards? If not, describe what the children did. ______

   How did the adult try to maintain quietness?____

   ____

   ____

2. Using the same or another group of preschoolers, observe a group of children walking from one part of the building to another part or to an outside door. After observing, respond to these items.

   How did the children walk? ____

   ____

   ____

   Where did they put their hands?____

   ____

3. Pretend you are a parent, a baby-sitter, or a teacher of preschoolers. You want the preschoolers to do some quiet activities. Suggest ways to use the preschoolers' energies while engaging in these "quiet" activities.

   Listening to a story____

   ____

   ____

   ____

   Painting____

   ____

   ____

   ____

(Continued)

Harnessing Preschoolers' Energy *(Continued)*

Name ____________________

Singing a song ____________________

Sharing ideas in a group time ____________________

Walking in a line or cluster ____________________

4. "Sit perfectly still, feet flat on the floor, hands in your lap, and keep your eyes on the speaker." Try this posture, then respond to these items.

   Did you concentrate on what the speaker was saying or on your posture? Explain. ____________________

   Did you become more tired than usual although you were sitting "perfectly still?" ____________________

   Do you think it is reasonable for adults to expect and even demand that preschoolers be "perfectly still" for relatively long periods? Justify your answer. ____________________

Providing for the Preschooler's Developmental Needs

Name ____

Date __________________________ Period ____________ Score _______________

Chapter 18 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Preschool children are able to and want to do more tasks for themselves.

T F 2. Preschoolers' growth rate may vary from month to month.

T F 3. Poor nutrition may cause irritability and restlessness.

T F 4. If foods are attractive looking, preschoolers are more apt to eat them.

T F 5. Preschool children really do not care about a pretty table because they are messy eaters anyway.

T F 6. Some clothing can be dangerous for the preschool child.

T F 7. Preschool children have few clothing preferences.

T F 8. Preschoolers still need bedtime rituals.

T F 9. Classifying objects requires the ability to contrast and compare.

T F 10. Games of pretend are good for a preschool child's mental development.

T F 11. Preschool children should not be allowed to make mistakes because mistakes damage their fragile self-concept.

T F 12. Friendships help preschool children to see from another perspective and thus be less egocentric.

T F 13. Friction among friends is common in the preschool years.

T F 14. Laughing at children's fears is helpful because it makes children see how silly their fears really are.

T F 15. Spanking for aggression helps the child understand that aggression is not good.

T F 16. Preschool children should learn to control their underlying feelings associated with emotions.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 17. Food attitudes are improved by _____.
- A. offering a variety of foods
- B. having a pleasant atmosphere for eating
- C. Both of the above.
- D. None of the above.

________ 18. Eating problems may stem from _____.
- A. differences between the adult's and the child's tastes
- B. food combinations, such as casseroles
- C. foods that are served too hot or too cold
- D. All of the above.

________ 19. Mealtime should not be spent _____.
- A. disciplining children
- B. modeling table manners
- C. playing language games
- D. sharing news about the day's activities

(Continued)

Name ____

________ 20. Self-dressing is aided by _____.
- A. large openings at the neck and sleeves
- B. easy-to-recognize fronts and backs
- C. front buttons or snaps
- D. All of the above.

________ 21. Preschool children can learn to help care for their possessions by having items _____.
- A. placed within their reach
- B. arranged in ways the child understands
- C. Both of the above.
- D. None of the above.

________ 22. Problem solving depends on basic skills in _____.
- A. classification and order
- B. reversals
- C. transformations
- D. All of the above.

________ 23. Being able to place objects in order is made easier by _____.
- A. adding more items
- B. having smaller differences among the items
- C. having greater differences among the items
- D. None of the above.

________ 24. Examples of transformations include _____.
- A. growth of people over the years
- B. freezing water to make ice
- C. mixing paints to make new colors
- D. All of the above.

________ 25. Building and then helping a child take down a tower of blocks one by one helps the child to understand _____.
- A. reversal
- B. classification
- C. placing objects in order
- D. transformation

________ 26. The main abstract symbols are _____.
- A. symbols made when a child uses his or her body, such as when they jump like a frog
- B. pictures drawn by children
- C. dolls to represent family members
- D. words

________ 27. Motor skills aid _____.
- A. health
- B. mental development
- C. Both of the above.
- D. None of the above.

________ 28. Children learn more _____.
- A. by their own attempts
- B. with adult help
- C. Both of the above.
- D. None of the above.

(Continued)

Name ____

_________ 29. When helping children with tasks, adults need to _____.
- A. adjust the level of the task to the child's ability
- B. explain the task
- C. follow up with a reward for success or with more help after a failure
- D. All of the above.

_________ 30. Emotional control in children is aided when an adult _____.
- A. sets a good example of control
- B. helps children understand the difference between feelings and expressions of feelings
- C. explains that controlling emotions is difficult for everyone, even adults
- D. All of the above.

_________ 31. The most serious form of aggression is aggression for _____.
- A. purposes of showing affection
- B. hostile purposes
- C. All are equally serious.
- D. None of the above.

_________ 32. A play activity that helps develop a child's imagination, creativity, and thinking processes is _____.
- A. cutting pictures from magazines
- B. tinker toys
- C. drawing an outline of an animal by connecting dots
- D. coloring by number

▶ Matching: Match the following terms and identifying phrases.

_________ 33. coming up with different possible ideas

_________ 34. coming up with only one right solution

_________ 35. to see how objects are alike

_________ 36. to see how objects are different

_________ 37. ability to note a problem and the skills needed to solve the problem

_________ 38. items that do not belong to a class

_________ 39. qualities that can be used in comparing

_________ 40. being present but not interacting

_________ 41. changes that occur between one state and another

_________ 42. concern for others

_________ 43. standing up for one's rights

_________ 44. intending, or attempting, to hurt another

A. transformation
B. class complement
C. compare
D. properties
E. contrast
F. convergent thinking
G. divergent thinking
H. aggression
I. problem solving
J. altruistic behavior
K. assertive
L. passive observing

▶ Essay Questions: Provide complete responses to the following questions or statements.

45. What do adults expect of preschool children?

46. What do preschool children need from adults?

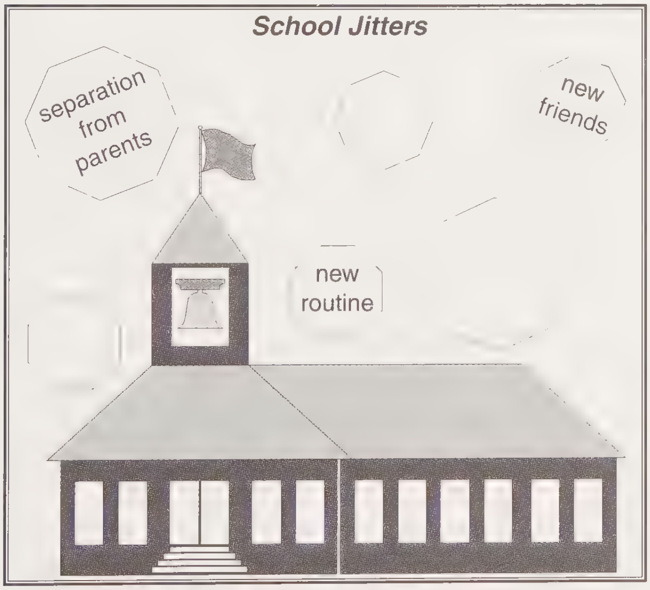
Part 6
Guiding and Caring for Children

School-Age Children
19

Objectives

After studying this chapter, students will be able to
- describe the physical development of school-age children.
- describe the intellectual development of school-age children.
- describe the social-emotional development of school-age children.
- explain how adults and parents can help school-age children meet their developmental needs.

Bulletin Boards



I. Title: "School Jitters"

Draw a large schoolhouse—either traditional or modern—on a bulletin board. Around the school students should list problems children must cope with when they enter school.

II. Title: "Picture Me Growing"

Have two or three volunteers from the class bring in pictures of themselves that span from first grade through fifth or sixth grade. Place each set of pictures on the board arranged from youngest to oldest. Label each picture by age. Have students discuss ways each child changed.

Teaching Materials

Text, pages 342-371
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Sports, Games, and Physical Qualities*
B. *Proper Diets Are Important in Middle Childhood*
C. *A School-Age Child's Bedroom*
D. *I Do and I Understand*
E. *Children's Humor: A Reflection of Mental and Language Development*
F. *Industry Is Important in the School Years*
G. *Peers Are Important*
H. *School-Age Children Want to Be Accepted*
I. *Helping Children Deal with Rejection*

Teacher's Resource Guide/Binder
Perception Activities, reproducible master 19-1
Logic Activities, reproducible master 19-2
Language Activities, reproducible master 19-3
Handling Friendship Problems, reproducible master 19-4
Chapter 19 Test

Teacher's Resource Binder
Showing Relationships, color transparency 19-1
Preparation for School, color transparency 19-2

Introductory Activities

Case Study

Gregory, a second grader, rides the bus to school. He is beginning to use some "off-color" language at home and becomes angry when his parents correct him. He seems to know this language is not acceptable but continues to use it. He loves to read, accepting each new word as a challenge to sound out and understand. He likes the challenge of building objects with craft kits. Gregory works at his reading and building until he is satisfied it is finished. He fusses about participating in school programs, making excuses about having to stand next to a "fat kid" or the "dumb kid." He has told his cousin Megan that she can no longer play basketball with him because she is a girl; she can be the cheerleader. Discuss Gregory's intellectual, social-emotional, and physical development. Describe his peer involvement. Discuss his interests and sexual stereotyping. How should Gregory's parents deal with his problem behavior?

Motivational Exercises

1. Adults who see the same children every day may not notice physical changes in them because the changes are so gradual. Perhaps while looking at photo albums or seeing children dressed in certain ways, adults take a look at these familiar children who suddenly seem more grown up. This is what happened to Philip's mother, who was looking at her eight-year-old son in a suit. She exclaimed, "I no longer have a baby; you look just like a little man!" Have students defend or refute Philip's mother's statements that her son looks like a "little man."
2. Have students view one or more educational television programs for preschool children and one or more for school-age children. Students should give examples of methods the programs use to stimulate learning. What do the differences in these methods say about the differences in the thinking abilities of preschool and school-age children?

Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Body Growth and Development

3. **RT** Ask students to explain the difference between the rate of growth and development and total growth and development. Would students expect more total growth in middle childhood than in the preschool years? Why? (Note: Although the rate of growth and development is almost the same per year, twice as many years are included in middle childhood than in the preschool years so more total growth is expected.)
4. **EX** Have students choose a seven-year-old girl and a nine-year-old boy and calculate their expected adult height.
5. **RT** Discuss with students why the changes in proportions during the school years might make athletic activities easier for children than they were in the preschool years.
6. **RT** Ask students to explain why girls, on the average, lose and replace teeth earlier than boys.
7. **RF** Instruct students to observe children in the fourth, fifth, or sixth grade. Students should note whether they see almost constant movement, such as wiggling and moving of arms and legs. Ask students to explain why these children move so continuously.

Motor Development

8. **RF** *Sports, Games, and Physical Qualities,* Activity A, SAG. Students should name sports or games in which certain players need certain physical attributes.
9. **RT** Have students explain why boys tend to perform better than girls in tasks requiring speed, power, and force.
10. **RT** Students should name some of the physical needs of school-age children that adults must help meet.

Encouraging Health Practices and Safety

11. **RF** Have students design a poster to display in an elementary classroom that shows the need for an adequate diet in the school years.
12. **RF** *Proper Diets Are Important in Middle Childhood,* Activity B, SAG. Using chart 19-6 in the text, have students plan a week's menu for a school-age child.

Selecting the Right Clothing

13. **ER** Instruct students to prepare and perform a skit about a parent and school-age child shopping for clothing and noting style and quality features in the clothes selected.
14. **RT** Discuss with students why school-age children become concerned about how peers view their clothing selections.

Providing Needed Space and Furnishings

15. **RF** Using advertisement photos and other pictures, have students make a poster or bulletin board showing different types of bedroom accessories (such as bedspreads, curtains, lamps) that would appeal to both school-age boys and girls.

16. **RF** *A School-Age Child's Bedroom,* Activity D, SAG. Students are asked to pretend they are planning a room for a school-age child. They are asked to choose and arrange the furniture using the floor plan provided.

Intellectual Development of School-Age Children

17. **RF** Have students look up the term *logic* in a dictionary. Students should explain how using perception and using logic involve different ways of thinking.
18. **RF** *I Do and I Understand,* Activity D, SAG. Have students explain why "doing" is important to "understanding" in middle childhood.

How School-Age Children Think

19. **RT** Ask students to give an example of deductive reasoning and an example of inductive reasoning. Students should explain why inductive reasoning is used in scientific investigations rather than deductive reasoning.

What School-Age Children Learn

20. **ER** Have students ask several fifth- or sixth-grade children how they memorize a list, the number of days in each month, and other similar items. Students should note whether they use memory aids, such as rhymes.
21. **RT** *Showing Relationships,* color transparency 19-1. Use this transparency to show students how children can match two series of objects that correspond.

Language Is Mastered

22. **RT** Discuss with students why children with articulation problems are often referred for special speech help no later than the second or third grade.
23. **RF** *Children's Humor: A Reflection of Mental and Language Development,* Activity E, SAG. Have students find and record examples of humor enjoyed by primary-grade and elementary-grade children. Students should note differences in the type of humor enjoyed by these two age groups.

Helping School-Age Children Meet Their Intellectual Needs

24. **RT** Discuss with students how adults may encourage children without overusing praise and rewards. Do students think that less dependence on praise and rewards for productivity is good training for the adult years? Explain why or why not.

Guiding Intellectual Growth

25. **RT** *Perception Activities,* reproducible master 19-1. Use this master to show students various perception activities appropriate for school-age children. Students can create an activity of their own. They may try the activities with school-age children.
26. **ER** *Logic Activities,* reproducible master 19-2. Have students read the logic activities and create one of their own. They may also try the activities with school-age children and write results on paper.
27. **ER** *Language Activities,* reproducible master 19-3. Have students read the language activities and create one of their own. They may try the activities with school-age children and report results in class.

Preparing the Child to Enter School

28. **RF** *Preparation for School*, color transparency 19-2. Use this transparency as a basis for discussing the social-emotional transition from home to school. For each building block that depicts the needed preparation for entrance to school, have students give examples of how adults may provide the needed experiences.

Reinforcing School Tasks

29. **RF** Have students list school-like tasks that parents could encourage children to do when they are not assigned homework.

Guiding Television Viewing

30. **RF** Each student should select a different television program and analyze its content for violence, unfavorable behavior, and other negative effects.

Social-Emotional Development of School-Age Children

31. **RT** Discuss with students the likely differences in adults' personalities and successes if they are self-confident versus if they have much self-doubt.
32. **RT** Ask students to explain why school-age children are concerned with how others feel about them. Students should explain how such concern is good or bad.
33. **RT** Have students explain what the term social awareness means.
34. **ER** *Industry Is Important in the School Years*, Activity F, SAG. Invite students to interview an upper-grade elementary child concerning the importance of industry. Students should explain how the child's responses compare with the text.
35. **RT** Ask students for examples of some important skills in today's culture.
36. **RF** *Peers Are Important*, Activity G, SAG. Students should write examples that illustrate each of the purposes of friendships.
37. **EX** *Handling Friendship Problems*, reproducible master 19-4. Students, individually or in groups,

should consider the listed friendship problems and suggest ways to resolve them. Students should share results in class.

Controlling Emotions

38. **RF** Using one emotion as an example, have students show how it affects physical well-being and intellectual development.
39. **RT** Discuss with students why being loved helps people experience other emotions, such as joy, grief, and guilt.
40. **RF** *School-Age Children Want to Be Accepted*, Activity H, SAG. Instruct students to write an essay on (a) what it means to be accepted as you are and (b) why acceptance without too many strings attached is necessary for the development of good relationships with others.

Fear and Anxiety

41. **ER** Have students interview several school-age children concerning their fears and anxieties. Students should write a news feature or magazine-style article comparing the children's answers with the discussion of fears and anxieties in the text.

Anger and Aggression

42. **RT** Discuss with students how each of these behaviors can be a form of anger: impertinence, sulkiness, and scapegoating.
43. **ER** Assign students an assignment to research the life of a person who saw wrongs in a society and worked to correct them. Students should then write an essay on this person. Much of the essay should focus on how the person turned anger into positive social action.

Helping School-Age Children with Their Social-Emotional Needs

44. **ER** Instruct students to write a short essay on the aspect of development (physical, intellectual, social-emotional) they think is the most difficult for parents to meet. Students should give reasons for their answer.

Guiding and Modeling Behavior

45. **ER** Divide the class into two groups. Members of one group should create skits that illustrate a value or attitude modeled by an adult. The other group should discuss what the child may be learning. (Students should keep in mind that the way something is said or the actions of adults may speak louder than words.)
46. **RT** Discuss with students how adults can let go and also be available for school-age children. Students should explain what may happen when adults do not find a balance between letting go of and being there for children.
47. **RT** Discuss with students how adults can encourage children to work to their potential in school without pushing children far beyond their abilities and thus causing stress.
48. **RF** Have students list hobbies that school-age children may enjoy.
49. **RF** Divide the class into small groups. Have each group create a list of "Rules for Good Communication." Share with the class.

Enjoying Family Ties

50. **ER** Invite students to interview a parent about ways he or she helps his or her school-age child. Students should write a short report on their findings.
51. **ER** Ask students to give examples of ways they helped during family times, including family rituals, when they were school-age children.

Providing Time for Friendships

52. **EX** Discuss with students why feelings of rejection-especially if the feelings are long lasting-are serious in the middle childhood years.
53. **RF** *Helping Children Deal with Rejection,* Activity I, SAG. Ask students to explain how they would respond to the given situations in which children experience various forms of rejection.

Helping Children Control Their Emotions

54. **RT** Discuss with students why talking about feelings is important.
55. **RT** Students should explain why psychological discipline works better than discipline through physical control with school-age children.

Helping Children Improve Their Self-Concept

56. **EX** Ask students to contrast how children with a good self-concept feel versus those with a poor self-concept. How does this affect their learning and their social development?
57. **ER** Instruct students to write a paper on how adults and parents may help children improve their self-concept.

Recognizing Developmental Delays

58. **RT** Ask students to prepare a list of common developmental delays in school-age children.
59. **ER** Ask a pediatrician to speak to the class about how he or she recognizes developmental delays in school-age children. Have students prepare a list of questions in advance.

▶ Answer Key

Text

To Review, page 369

1. false
2. false

3. An adequate diet is needed to meet growth needs. Foods are needed to meet the great energy demands caused by school-age children's physical activities. Proper diets help children resist infections. School-age children must store nutrients for the rapid growth of the teen years.
4. possibly wrong
5. true
6. (Student response.)
7. Goals for kindergarten and first grade are unlike the goals of preschool programs, and children must learn independently, follow directions, stay on one task, and put a teacher's desires ahead of their own wishes. There is a switch from the home and preschool program of learning about real objects through direct experiences and some symbolic play to the school program of learning abstract symbol systems. Children must cope with peers for many hours.
8. social
9. to do their best
10. Close friendships are formed from peer groups. Friendships with peers provide school-age children the chance to join rather formal groups, such as 4-H. Peers help children become less dependent on adults. Peers provide emotional support. Peers share information with each other. Peers affect each child's self-concept.
11. b, c

Teacher's Resource Guide/Blinder

Chapter 19 Test

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. F
9. T
10. F
11. F
12. T
13. T
14. F
15. T
16. F
17. T
18. T
19. T
20. T
21. C
22. D
23. B
24. A
25. D
26. D
27. B
28. A
29. D
30. B
31. D
32. C
33. C
34. C
35. D
36. A
37. C
38. C
39. D
40. E
41. F
42. C
43. B
44. J
45. G
46. D
47. A
48. H
49. I
50. Growth tends to be the same steady growth seen in the preschool years. Height increases more steadily than weight. Toward the end of middle childhood, some children begin a growth spurt. Body proportions are becoming more and more like those of the adult. Organ systems mature.
51. School-age children become more careful in learning about their world; They learn what to pay attention to and what to ignore as they examine an object; They correctly pair visual and auditory stimuli; Logic is used over perception when a conflict occurs.
52. In a mobile society friendships often replace kin groups. Friendships help children learn to give and take in friendships. Friendships provide opportunities for children to join formal groups. Friendships help children become less dependent on adults. Friendships provide emotional support. Friendships become a way to gain information and skills. Friendships affect children's self-concepts.
53. Children should be encouraged to form close friendships, join formal groups, share learnings, and provide and receive emotional support in the peer group. Families serve as security bases and learning centers as children become more independent. Balance is achieved as adults let go and hold on to children in the middle childhood years.

Perception Activities

Name ____________________________ Date _____________ Period ________________

Read the following perception activities that are appropriate for school-age children, then create one activity of your own.

Design Cubes

Design cubes, like parquetry blocks, can be purchased or made. Children can arrange these blocks to match pictures.

Memory Chain

Children can play memory chain games while they are seated (for example in a car) or when they are involved in activities (such as when playing jump rope). They start by choosing a category. One person then says a word in the category. The next person names this word and adds another word to the chain.

Words are added until a person cannot repeat the entire chain.

Activity title ____

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Logic Activities

Name ______________________ Date ___________ Period ______________

Read the following logic activities that are appropriate for school-age children, then create an activity of your own.

Problems of Relationships

Figuring relationship is hard for many people. Logic problems can help children understand relationships better. An example of this type of problem would be, "My father is the brother of your sister. What relative am I of yours?"

Math Logic

Many logic problems are math problems. An example is, "A rabbit raiser leaves his 17 rabbits to his three sons. The will states that the first son is to receive one-half of the rabbits. The second son is to receive one-third of the rabbits. The third son is to receive one-ninth of the rabbits." How are the rabbits divided among the heirs?

Activity title ____________________________________

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Language Activities

Name ______________________ Date __________ Period ____________

Read the following language activities that are appropriate for school-age children, then create an activity of your own.

Anagrams

In anagrams the letters in words are rearranged to form other words. For example, *won* can be arranged to form *now*. An adult can write a coded message using anagrams for a child to decode. For example the anagrams can be decoded in this nonsense phrase *Pots the looped form braking*. The result is *Stop the poodle from barking*.

Deriving Words

Children have much fun finding little words in bigger words. For example, the word *grandmother* contains *ran, an, and, grand, mother, other, moth, her,* and *the*. Children can find even more words if they rearrange the letters.

Activity title ________________________________

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Reproducible Master 19-4

Handling Friendship Problems

Name ______________________ Date ___________ Period _____________

Pretend you are the parent of a child. You are concerned about the following problems the child is having. In the space provided write how you might try to solve each problem.

Your child wants friends very much but doesn't know how to make friends with others.

Your child has few friends because he has other interests and cares little about friendships.

Your child has friends whose priorities are very different from your own.

(Continued)

Handling Friendship Problems *(Continued)*

Name ______________________________

Your child has a popular friend who has committed an offense that should be reported to school authorities. Your child does not want to report the friend for fear of losing the friendship. Your child does realize, however, that the friend and others are being hurt because the act is going unreported.

Your child feels she would be more acceptable to the group if she had money to buy new clothes like the other girls in school seem to own. Your limited family budget will not allow this.

Your child lives several miles from his or her school friends and cannot be with them often after school hours.

School-Age Children

Name ____

Date ________________________ Period ____________ Score ______________

Chapter 19 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. After girls have a growth spurt in the middle childhood years, size differences between boys and girls show up mainly between slow-maturing boys and fast-maturing girls.

T F 2. Girls lose deciduous teeth and replace these with permanent teeth before boys do.

T F 3. Changes in vision and hearing make it harder for the school-age child to learn to read as compared to the younger child.

T F 4. School-age children often have definite clothing preferences.

T F 5. A house or an apartment should be planned with the school-age child in mind.

T F 6. Communication with others helps children overcome egocentric thinking.

T F 7. Perceptual accuracy reaches its peak in the preschool years and declines in the school years.

T F 8. The communication of school-age children is at the same level as that of adults.

T F 9. Articulation of all English sounds should be mastered in the school years.

T F 10. School-age children take language seriously; thus, they do *not* play with words.

T F 11. Adults can best encourage children to meet their own needs by rewarding them for their efforts.

T F 12. Adults should discipline children privately, not in front of their peers or others.

T F 13. School-age children do much self-evaluation.

T F 14. Skills learned during the school years are different from adult skills.

T F 15. Adults often have problems finding the balance between being there for their children and letting go as their children seek independence.

T F 16. Adults do *not* need to be aware that they are models of values and attitudes for their school-age children.

T F 17. Peer groups assign children to certain roles.

T F 18. Feeling unloved affects other emotions.

T F 19. Families are still important in middle childhood.

T F 20. A common fear in middle childhood is the fear of being rejected by one's peers.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 21. Weight is influenced by _____.

A. genes
B. nutrition, illness, and stress
C. Both of the above.
D. None of the above.

(Continued)

Name ____

________ 22. Motor skills become easier for school-age children due to _____.
A. faster reaction time
B. more precision
C. strength and flexibility
D. All of the above.

________ 23. Girls, as compared to boys, are better in tasks that require _____.
A. faster reaction time
B. flexibility
C. precision
D. speed

________ 24. Children who excel in one motor activity often _____.
A. excel in other motor activities
B. dislike other motor activities
C. choose to excel in one motor activity but drop others
D. fail in other motor activities

________ 25. Adults can help children develop good habits by _____.
A. giving reasons for good habits
B. setting examples
C. providing opportunities for practice
D. All of the above.

________ 26. School-age children need proper nutrition in order to _____.
A. meet present and future growth needs
B. meet great energy demands
C. help children resist infection
D. All of the above.

________ 27. Piaget's third stage of mental development is called *concrete* operations because children _____.
A. handle materials to solve problems
B. use what they have experienced to solve problems
C. reason abstractly to solve problems
D. All of the above.

________ 28. In the concrete operational stage children become free of _____.
A. egocentric thought
B. use of concrete materials
C. perceptions
D. None of the above.

________ 29. Following a line of reasoning back to where it started is called _____.
A. decentering perceptions
B. noting transformations
C. using deductive reasoning
D. using reversibility logic

________ 30. The most advanced form of reasoning is _____.
A. deductive
B. inductive
C. transductive
D. None of the above.

(Continued)

Name ____

________ 31. School-age children still have difficulty understanding _____.
- A. distance
- B. speed
- C. time
- D. All of the above.

________ 32. Children's intellectual needs may not be met because adults feel that _____.
- A. they do not know how to meet children's needs
- B. the school is responsible for children's needs
- C. Both of the above.
- D. None of the above.

________ 33. Chess and other table games of strategy aid _____.
- A. perception
- B. language
- C. logic
- D. All of the above.

________ 34. Analyzing jokes aids _____.
- A. perception
- B. language
- C. logic
- D. All of the above.

________ 35. Why is self-evaluation complex?
- A. School-age children are overly concerned with what adults and peers think
- B. Abstract skills learned in the school years are more difficult to evaluate than skills learned in the toddler and preschool years.
- C. School-age children are more often evaluated in comparison to other children than in comparison to their previous work.
- D. All of the above.

________ 36. School-age children need adults to _____.
- A. encourage them as they test their abilities
- B. tell them what to do
- C. evaluate them by adult standards
- D. None of the above.

________ 37. School-age children are interested in doing activities with _____.
- A. adults
- B. peers
- C. Both of the above.
- D. None of the above.

________ 38. As compared to adult rules, peer rules are more _____.
- A. flexible
- B. geared toward what group members should do
- C. geared toward what group members should not do
- D. None of the above.

________ 39. Adults best help children meet their social needs by _____.
- A. allowing children to learn by their own mistakes
- B. stepping in to help children as children want their help
- C. stepping in to help children when they as adults see the need for help
- D. finding a balance between stepping in to protect children and stepping back to allow children to cope on their own

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 40. includes the six year molars

________ 41. ease of moving, bending, and stretching

________ 42. ability to see a sharply focused image

________ 43. reasoning process by which one goes from the general to specific

________ 44. reasoning process by which one goes from specific facts to general conclusions

________ 45. words a person can read

________ 46. words a person can spell orally and in writing

________ 47. judging oneself

________ 48. customs that a family share

________ 49. time required to respond to a stimulus

A. self-evaluation
B. deductive reasoning
C. visual acuity
D. spelling/writing vocabulary
E. permanent teeth
F flexibility
G. reading vocabulary
H. family rituals
I. reaction time
J. inductive reasoning

► Essay Questions: Provide complete responses to the following questions or statements.

50. What major changes are seen in the physical growth and development during middle childhood?

51. How does perception change in the school years?

52. Why are friendships considered a necessity in the school years?

53. How can the school-age child find a balance in relationships with both friends and family?

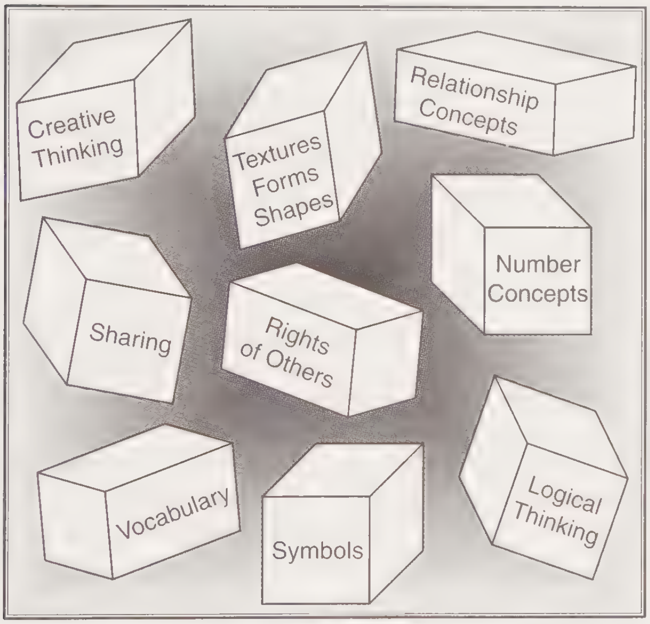
Teaching Through Play

20

▶ Objectives

After studying this chapter, students will be able to
❍ describe the importance of play and play activities in children's lives.
❍ explain how adults can help children learn through play, art, music, science, and books.

▶ Bulletin Boards



I. Title: "Learning Through Play"

Cut block-like squares out of different colored construction paper. On each block write concepts children learn through play, such as sharing with others, use of symbols, vocabulary, and logical thinking concepts. Students may add others as they study about the value of children's play.

II. Title: "My Collage"

As an introduction to art for children, have students design their own collage by using alphabet cereal, dried beans or peas, seeds, boxes, cloth, yarn, ribbon, leaves, and other objects glued to a flat surface.

▶ Teaching Materials

Text, page 372-395
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *Learning Through Play*
B. *Development Through the Visual Arts*
C. *Learning Science Through Cooking*

Teacher's Resource Guide/Binder
Art Activities, reproducible master 20-1
Music Activities, reproducible master 20-2
Science Activities, reproducible master 20-3
Chapter 20 Test

▶ Introductory Activities

Case Study

Cassandra has just taken a job as the director of a child care center. As she is looking through file materials and equipment, she is surprised to find that most of the activities deal with fine- and gross-motor physical skills. Her earlier college studies taught her that it is best to set goals and develop activities for all of the areas of development, including intellectual and social-emotional. How will she make these changes? How should she communicate these changes to parents? How should she deal with parents who object to the changes? If finances are low, how will she deal with the need to purchase new equipment?

Motivational Exercises

1. On the chalkboard write "Play is the child's . . ." Each student should finish the sentence, then share their ideas with the class. Record some of their responses on the board below the phrase.
2. Ask students to recall play activities from their earlier years. What kinds of activities do they remember enjoying most? Have them contrast their memories with activities parents and grandparents considered play in their day.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Children and Their World of Play

3. **RT** Ask students why the term *play* is difficult to define. Students should discuss how work for one person may be play for another.
4. **RT** Have students list some words used to describe play, such as *dawdle,* that make play seem unimportant.

Importance of Play

5. **RF** *Learning Through Play,* Activity A, SAG. Students should give examples of how play may promote mental development.
6. **RT** Discuss with students the value of play for children. How does it differ from adults concepts of play?
7. **RT** Ask students to explain how play affects physical, mental, and social-emotional development.

Stages of Play

8. **RT** Discuss with students why play must mirror development.
9. **RF** Instruct students to observe children playing. In class students should give examples of play they observed. Students should try to match examples of stages of play with objects and people.

Types of Play

10. **RF** As a class or small-group project, students should ask children to describe their favorite games. Instruct students to record the types of age trends they note in the preferred types of play.
11. **ER** Instruct students to design a pamphlet or newsletter for parents suggesting appropriate toys for each type of play.

Adult Role in Children's Play

12. **ER** Students should observe a preschool teacher during playtime, then share examples of how the teacher enriched the children's play.
13. **ER** Instruct students to display or list good travel toys for a baby, toddler, preschooler, and school-age child.
14. **ER** Have students ask a librarian to show them some books on toys that children can make.
15. **RF** As a class or small-group project, students should make a "good consumer checklist" adults can use when shopping for children's toys.

Providing Enrichment Activities for Children

16. **RT** Ask students to explain the meaning of the word *enrichment* as it refers to activities aiding children's growth and development.
17. **RT** Have students list other enrichment activities besides playing with toys.

Art

18. **RT** Discuss with students why painting, construction, and photography are called *visual arts.*
19. **RF** *Development Through the Visual Arts,* Activity B, SAG. Students should observe a child involved in an art project and note the developmental skills, learnings, and feelings that result from the project.
20. **RT** Using the blackboard, have students list headings for each stage of art development. Then have them list art activities that fit each stage.
21. **ER** Have students collect the artwork of children of various ages. Students should try to categorize each work by the stages of creative development in the visual arts. Display the works with the stages labeled. Students should then examine the artwork and find examples of ways children show spatial relationships, exaggerated sizes, transparencies, and other designs discussed in the text.
22. **RT** Discuss with students how adults can stimulate children's art experiences and how adults should react to children's artwork.
23. **ER** *Art Activities,* reproducible master 20-1. Students should read the listed art activities, then create one of their own. They may try an activity of their choice with children and report results in class.
24. **ER** Field trip: Students should prepare some clay recipes for a children's program. Arrange for the class to observe children using the clay. Students should evaluate how well the clay worked and how the children enjoyed the materials.

Music

25. **RT** Ask students for examples of how music creates feelings.
26. **RF** Students should observe a toddler playing with toys that make musical sounds, then share their observations in class.
27. **RF** Instruct students to listen to songs composed for young children. What features did they note in these songs that make them suitable for children?
28. **ER** Have students display some rhythm instruments for children.
29. **ER** *Music Activities,* reproducible master 20-2. Students should read the music activities, then create one of their own. They may test the activity on children and discuss results in class.
30. **RT** Have students explain why adults do not need to be musicians in order to enjoy music activities with children.

Science

31. **RT** Discuss with students how telling a child facts differs from helping a child wonder.
32. **RF** Ask students to list some of nature's beautiful creations they could share with a child.
33. **RT** Discuss with students ways that science is sometimes presented as a "magic show." Students should give reasons why it is important for children to see science as a part of everyday life.
34. **RF** Students should list 10 books suitable for preschool children and 10 books suitable for school-age children that might help them understand the scientific world.
35. **ER** Students should examine some children's magazines that have a science theme and write a review of the types of articles in the magazine. Have them state the age group for which the magazine is geared.
36. **ER** *Learning Science Through Cooking,* Activity C, SAG. Have students plan and conduct a cooking lesson with a nine- to twelve-year-old child. Students should incorporate in an informal way as many science concepts as they can.
37. **RF** Ask students to list everyday situations during which they could introduce science concepts.
38. **ER** *Science Activities,* reproducible master 20-3. Students should read the listed science activities and create one of their own. Then have them try one or more of the activities with children. Students should share their observations with other class members.

Books and Literature

39. **EX** Instruct students to develop a criteria list to use when selecting books for children.
40. **ER** Invite students to observe storytime at a local library. Students should explain what techniques the adult used to make the story interesting.
41. **ER** Guest speaker: Invite a librarian to visit your classroom and show some award winning children's books. Ask the librarian to explain how to choose quality children's books.
42. **ER** Guest speaker: Ask an elementary teacher to share with the class some stories and poems children have written. Students should discuss the writing in terms of concepts, humor, emotions expressed, and complexity of sentences.

▶ Answer Key

Text

To Review, page 394

1. d
2. active-physical play: c; manipulative-constructive play: b; imitative-imaginative play: a; language-logic play: d
3. true
4. false
5. false
6. true
7. false
8. can
9. true
10. false
11. true
12. (Student response.)

Teacher's Resource Guide/Binder

Chapter 20 Test

1. T
2. T
3. T
4. F
5. F
6. F
7. T
8. T
9. T
10. T
11. F
12. T
13. T
14. F
15. T
16. T
17. F
18. D
19. B
20. A
21. D
22. D
23. B
24. D
25. A
26. A
27. C
28. I
29. D
30. K
31. F
32. A
33. E
34. B
35. G
36. C
37. L
38. J
39. H
40. (Student response.)
41. Active-physical play uses children's gross-motor skills; Manipulative-constructive play uses children's small-muscle skills; Imitative-imaginative play uses children's ability to pretend to be persons other than themselves or to be objects; Language-logic play is a form of mental play children enjoy through language, word, and logic games.

Art Activities

Name ____________________________ Date _____________ Period ________________

Read the art activities listed below, then create one of your own.

Sponge Painting

Cut sponges into various shapes. Attach a spring-type clothespin to each sponge. Have children dip sponges into tempera and stamp on paper.

Color Change

Using crayons and construction paper, make new colors. For example, red paper and yellow crayons make marks look orange.

Collages

A *collage* is a picture or design made by gluing flat objects on a background. Supply children with paper, small objects, and fabrics. Have children arrange and attach them to a piece of paper or cardboard. Using objects with some thickness will produce a three-dimensional effect.

Clay Work

Have children work with a soft, pliable modeling compound. Plasticine is best for young children. First clay work should be done with hands only. Do not allow children to use plastic knives, nails, cookie cutters, and other gadgets in the beginning.

Activity title ____

Age of child activity suits ____

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Music Activities

Name ____________________________ Date _____________ Period ________________

Read the music activities listed below, then create one of your own.

Story Sounds

Read stories that mention sounds. Ask children to make the sounds mentioned in the story using their voice, their body, or objects.

Echoing Rhythms

Tap a simple rhythmic pattern using the body or a rhythm instrument. Have the child repeat the pattern. After doing several patterns, have the child start and you can repeat the pattern.

Learning About Tones

Use a xylophone or a bell set. Show children the longest bar or largest tube makes the lowest sound and the shortest bar or smallest tube makes the highest sound. (Because many instruments are set up with lowest notes to the left of the musician, the lowest tones should be to the child's left as you demonstrate.

Activity title ____

Age of child activity suits ____

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Science Activities

Name ____________________________ Date _____________ Period ________________

Read the science activities listed below, then create one of your own.

Magnify Nature

Through a magnifying glass, have children look at leaves, bugs, bark of trees, and other objects in nature. Study the shapes, sizes, color, and textures. Observe and talk about the differences.

Collect Leaves

Collect different types of leaves. Have children feel their texture. They can trace the outline of the leaves.

Collect Rocks or Stones

Have children note the feel, color, and weight of the different rocks or stones.

Dissolve Solids into Liquids

Through observation and participation, note what materials dissolve in water. Provide materials like sugar cubes, salt, and baking soda. Also, supply materials that do not dissolve in water, such as cooking oil, rice, and margarine. Let each child stir the mixture. Ask what happens and why.

Attach Magnets

As children work and play with magnets, have them observe the materials that magnets pull and those that get pushed away. Note which magnets are stronger than others. Talk about what materials the magnets will attract and why.

Activity title ____

Age of child activity suits ____

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Teaching Through Play

Name ____

Date ______________________ Period ___________ Score _____________

Chapter 20 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Children's expressions in play and the visual arts mirror their learnings.

T F 2. Different types of play help develop different skills.

T F 3. Adults should at times give children ideas for play.

T F 4. Selecting toys for children is mainly a matter of asking children what they want.

T F 5. Spatial representations are easy for children to understand.

T F 6. Adults who do not have musical skill should avoid music with children.

T F 7. Most children like music.

T F 8. Language-logic play is a form of mental play.

T F 9. A magnetic game board would make a good toy to take on car trips.

T F 10. The study of science includes caring about the environment.

T F 11. A small truck with a siren would make a good toy to take on car trips.

T F 12. Parallel play is when children play next to each other, often with the same toys, but do not interact.

T F 13. Toddlers like to watch others play but generally do not join in the play.

T F 14. Associative play is when two or more children play with the same toys in well-organized play.

T F 15. During solitary play babies ignore others or treat them as objects to be pushed or walked on.

T F 16. Play helps children become more coordinated.

T F 17. Pegs and Peg-Boards aid large-muscle development.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 18. The values of reading quality books to children include _____.
A. an enriched life
B. development of aesthetic values
C. increase in the child's self-expression
D. All of the above.

________ 19. Playing with blocks is an example of _____.
A. active-logic play
B. manipulative-constructive play
C. All of the above.
D. None of the above.

(Continued)

Name ____

________ 20. Role-playing, each in his or her own way, is an example of _____.
A. dramatic play
B. manipulative-constructive play
C. language-logic play
D. All of the above.

________ 21. Through play therapy, children get to play out their _____.
A. fears
B. resentments
C. hostile feelings
D. All of the above.

________ 22. Through playing a game with others, children learn _____.
A. about rules
B. what is acceptable and unacceptable behavior
C. about settling disagreements
D. All of the above.

________ 23. In science children need guidance in _____.
A. learning how many objects are in a certain quantity
B. appreciating beauty and caring for the world
C. seeing science as magic
D. All of the above.

________ 24. Play aids _____.
A. physical development
B. intellectual development
C. social-emotional development
D. All of the above.

________ 25. Stages of play can be seen in play with _____.
A. objects and people
B. toys
C. pets
D. None of the above.

________ 26. Children in the manipulative stage of visual arts would produce drawings containing _____.
A. scribbling
B. folding over
C. transparencies
D. baselines

________ 27. The major role(s) of adults in the visual arts is (are) _____.
A. showing children how to draw or make artwork
B. asking children to tell what they have drawn or made
C. providing the right environment and encouraging children to try
D. All of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 28. to wonder, to appreciate beauty, to care for the world, to explore the surrounding world

________ 29. stage in drawing where children create symbols to show objects, experiences, and feelings

________ 30. learning that each person is unique and has self-worth

________ 31. a self-chosen activity that is done for its own sake

________ 32. play that involves large-muscle skills

________ 33. play that involves small-muscle skills

________ 34. play in which children transform themselves into persons or objects other than themselves

________ 35. using play as a way to help children with their problems

________ 36. forms of mental play most often seen in school-age children

________ 37. painting, construction, and photography

________ 38. the drawing of dots, straight and curved lines, loops, spirals, and imperfect circles in the manipulative stage

________ 39. percussion instruments and simple melody percussion instruments

A. active-physical play
B. imitative-imaginative play
C. language-logic play
D. representative stage
E. manipulative-constructive play
F. play
G. play therapy
H. rhythm instruments
I. science
J. scribbling
K. self-understanding
L. visual arts

► Essay Questions: Provide complete responses to the following questions or statements.

40. How can adults help children enrich their lives through art, music, science, and books?

41. List and describe the four types of play.

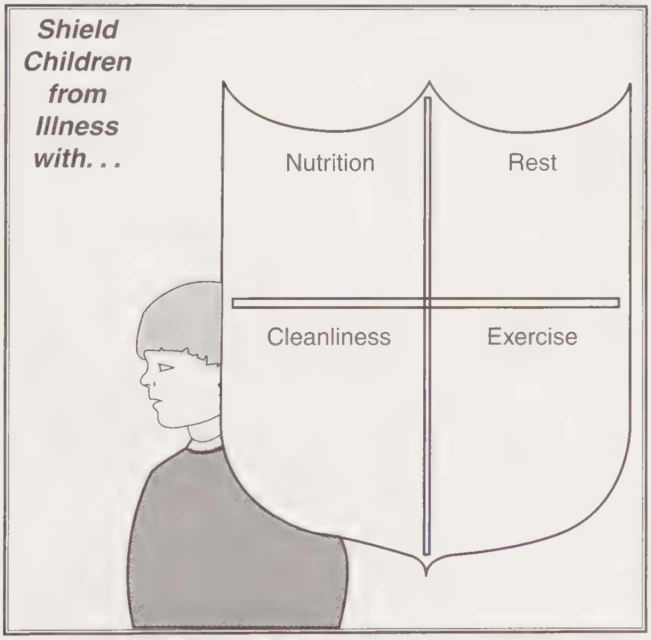
Protecting Children's Health and Safety 21

▶ Objectives

After studying this chapter, students will be able to

- ❍ explain ways to protect children from diseases and illnesses.
- ❍ create a safe environment for young children and teach simple safety practices.
- ❍ discuss the steps in preparing a child for medical care in the doctor's office, in the hospital, and at home.

▶ Bulletin Boards



I. Title: "Shield Children from Illness with..."

Draw a large shield with a child peeking from behind it as shown. Divide the shield into four sections and label the sections *Nutrition, Rest, Cleanliness,* and *Exercise.* Under each heading have students write reasons why care in these areas helps to prevent illness and disease.

II. Title: "Be Wise to Safety Problems"

Use transparency 21-1 as a pattern for the bulletin board. Have students write causes of accidents on the "branches," as suggested in the first introductory activity.

▶ Teaching Materials

Text, pages 396-429

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *Adults Model Health Practices*
B. *Supervision Decreases Accidents*
C. *Childproofing Is Essential*
D. *Toys Should Not Hurt*
E. *Taking Fear Out of Hospital Care*
F. *Ill Children Need Quiet Activities*

Teacher's Resource Guide/Binder

Be Wise to Safety Problems, transparency master 21-1

Hospital Kit, reproducible master 21-2

Dangerous and Poisonous Products Word Maze, reproducible master 21-3

Chapter 21 Test

Teacher's Resource Binder

Accidents Can Be Prevented, color transparency 21-1

▶ Introductory Activities

Case Study

Helena operates a home-based child care center and cares for children who are between six months and six years old. She is having trouble with childproofing and toy safety because her older charges can play with smaller, more advanced toys that the younger ones cannot. How should Helena organize her play area and her toys to keep the younger children safe and the older children free to explore?

Motivational Exercises

1. *Be Wise to Safety Problems,* transparency master 21-1. Have students brainstorm causes of accidents for children of all ages. Write causes on the tree branches. (You may use the transparency as a bulletin board pattern.)
2. Have students give examples of general health practices that will help prevent health problems.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Protecting Children from Disease and Illness

3. **EX** Ask students to explain how a disease, injury, or abnormal condition may damage a child's self-concept.
4. **RT** Discuss with students what the eating, sleeping, and playing habits of a child tell a doctor about the child's health and development.

Nutrition, Rest, Cleanliness, and Exercise

5. **RT** Ask students to explain why self-care should not be considered a luxury but a necessity.
6. **RF** *Adults Model Health Practices,* Activity A, SAG. Students should list ways adults can serve as models of good health practices for children.

Medical and Dental Care

7. **RT** Ask students to explain why a physician needs to check a child's growth and development from time to time even when the child appears to be healthy.
8. **ER** Guest speaker: Invite a dentist to speak to the class about reasons dental care should begin with the primary teeth.

Immunization

9. **RF** Instruct students to look up the terms *vaccination, vaccine, inoculation,* and *immunization* in a dictionary. Students should determine the origin of each of these terms. Ask students why they think the term *immunize* is used more often than the terms *vaccinate* or *inoculate.*
10. **RT** Ask students to explain why a child should be healthy at the time of immunization and should be carefully watched for a period of time after immunization.
11. **RT** Instruct students to identify the immunizations required for school entry.
12. **ER** Students should research the stories of how certain immunizations were discovered, such as smallpox, diphtheria, tetanus, and infantile paralysis (polio). Report results in class.
13. **RT** Ask students to explain why some immunizations have been discontinued for the general public in the United States.

Medical Attention During Illness

14. **RT** Discuss with students why it is beneficial to write down symptoms before calling a physician or making an office visit. Ask students how written instructions can help parents care for children who are ill.
15. **RF** As a class or small group project, have students make forms suitable for recording symptoms and for writing physicians' instructions. Students should use the text as a guide. Students should also ask a physician or nurse to make other suggestions.
16. **ER** Instruct students to ask a pharmacist to clarify common prescription terminology, such as take "before meals" (how long before?), "with food," (how much food?) or "three times per day" (three times in a 24-hour day or a waking day?). Students should share their findings with the class.

Childhood Diseases and Allergies

17. **RT** Discuss childhood diseases and allergies with students. Ask students to describe some of the diseases and allergies they have experienced.
18. **ER** Ask a doctor or nurse to describe childhood diseases and allergies. Have students prepare a list of questions in advance.

Accident Prevention

19. **RT** Ask students to differentiate between accidents and illnesses.
20. **RT** Discuss with students why teaching safety (modeling, showing, and explaining) does not provide enough protection for children.
21. **RT** *Accidents Can Be Prevented,* color transparency 21-1. Use this transparency to lead a discussion on ways to prevent accidents in the home. Have students add other preventative methods to use when small children are in the home.
22. **RF** *Supervision Decreases Accidents,* Activity B, SAG. Students should think of ways adults may increase supervision during difficult times.
23. **RT** Ask students to explain why adults must be one step ahead of children's development if they are to reduce potentially dangerous situations.
24. **RF** *Childproofing Is Essential,* Activity C, SAG. Have students list childproofing measures they would need to take in various areas of a home.
25. **RT** Discuss with students the reasons behind each of the following statements: (a) Never refer to medicine as "candy." (b) Do not give children

medicine in baby bottles or juice glasses. (c) Do not take medicine, even vitamins, in front of children. (d) Carry a limited amount of medicine in a purse or pocket, and place medicine in a childproof container.

26. **RF** *Dangerous and Poisonous Products Word Maze,* reproducible master 21-3. Have students find words (items) that are potentially dangerous to children, then suggest ways to keep these products away from children.
27. **RT** Ask students to explain why doors should be removed from old kitchen appliances and cars before they are discarded, even in salvage yards.
28. **RF** Students should identify common poisonous plants in their area.
29. **RF** Instruct students to examine various approved auto restraint systems.
30. **EX** *Toys Should Not Hurt,* Activity D, SAG. Have students evaluate a toy from a safety standpoint.
31. **RF** Students should create a display of safety devices parents may use to childproof a home and yard.

Safety Lessons

32. **EX** Have students give hypothetical examples of adults modeling unsafe practices.
33. **ER** Instruct students to plan and give a series of short skits in which an adult attempts to teach a child a safety practice.
34. **ER** Ask a local veterinarian to speak to your class about choosing pets for children, the usual expenses involved in pet care, and suggestions for teaching children how to care for pets properly.

Preparing a Child for Routine and Hospital Care

35. **RT** Have students explain what the term *routine care* means.
36. **RT** Discuss with students why it is important to relieve the stress of doctor and dental visits. Do students think this stress in the childhood years could have lasting effects?
37. **EX** Have students speculate why pain and feeling sick frightens children.
38. **EX** *Hospital Kit,* reproducible master 21-2. Have students develop and evaluate a kit that a child could take along to the hospital to make the trip more comfortable. (Students should give the kit to a child, if possible.)
39. **RF** Discuss with students why it is not wise to tell a child, "As soon as you see the doctor, you'll feel better." (Note: Many medications require time before they reduce symptoms.)
40. **ER** Arrange for the class to visit a local or nearby hospital with a pediatric wing or a children's hospital. Students should note how the hospital tries to relieve stress by its decor and services to children and parents.
41. **RF** *Taking Fear Out of Hospital Care*, Activity E, SAG. Students are asked to write a story about a child's visit to the hospital that would help ease a child's worries.

Caring for an Ill or Injured Child

42. **EX** Have students list some advantages of caring for a sick or injured child at home.
43. **ER** Students should display some accurate measuring devices for medicine.
44. **ER** *Ill Children Need Quiet Activities,* Activity F, SAG. Have students plan some quiet activities for an ill toddler, a preschool child, and a school-age child.

Caring for a Terminally Ill Child

45. **RT** Discuss with students how the terminal illness of a child may affect other children in the family.
46. **ER** Students should read a personal account of a family who faced the terminal illness of a child. (Personal accounts may be found in books and magazines.)
47. **ER** As a class project, students should get involved in a local effort to help a family with a terminally ill child.

▶ Answer Key

Text

To Review, pages 427-428

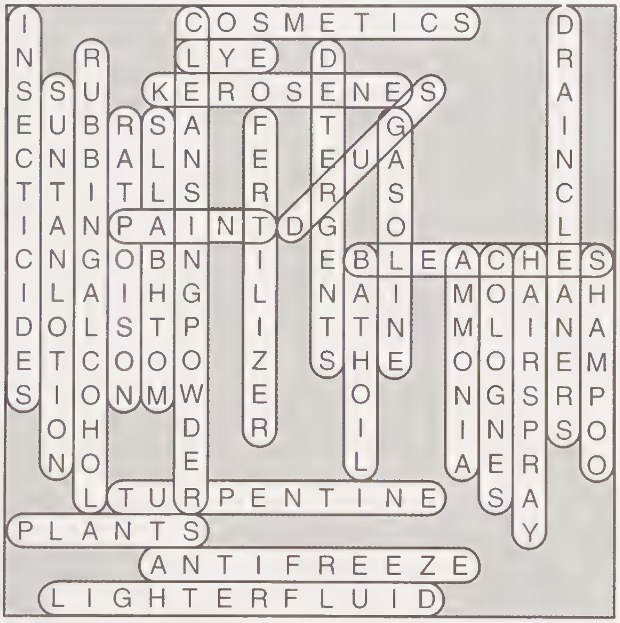
1. true
2. b, e
3. true
4. The adult's ability to supervise changes with the time of day. For instance, more accidents happen when adults are busy with supper or other tasks in the late afternoon and early evening hours.
5. c
6. true
7. d
8. A baby sharing a seat belt with an adult is likely to be crushed by the adult's force in an auto crash, even at a rather slow speed.
9. (List four:) Select a physician or dentist with care. Take along books, toys, and clothing changes (if necessary) in case you must wait. Be prepared with information or questions to save time. If the child feels sick, reassure the child it is all right to

feel sick. Explain just a little about procedures and relate them as much as possible to everyday life. During the examination, stay in view of the child, use a soft, soothing voice, hold the child as the doctor requests, do not say things will not hurt, and do not distract the child by making sounds. Never threaten a child with a doctor's visit or a shot.

10. (List three:) Hospitals, in general, may be seen as a place where people experience separation from loved ones, pain, and even death. Hospitals may seem large and impersonal. Parents are no longer in charge of the care of their children. Parents are often asked to assist with painful tests and treatments. Parents or other adults may feel guilty about the cause for the needed hospital care.
11. false
12. (Student response.)

Teacher's Resource Guide/Binder

Dangerous and Poisonous Products Word Maze, reproducible master 21-3


INSECTICIDES
COSMETICS
LYE
DETERGENTS
DRAINCLEANERS
KEROSENE
RUBBINGALCOHOL
SUNTANLOTION
RATPOISON
MOTHBALLS
CLEANSINGPOWDER
FERTILIZER
GASOLINE
PAINT
BLEACHES
BATHOIL
AMMONIA
COLOGNES
AIRSPRAY
SHAMPOO
TURPENTINE
PLANTS
ANTIFREEZE
LIGHTERFLUID

Chapter 21 Test

1. T
2. T
3. T
4. F
5. F
6. T
7. T
8. T
9. F
10. F
11. F
12. T
13. A
14. D
15. B
16. D
17. C
18. A
19. C
20. D
21. E
22. I
23. G
24. J
25. H
26. B
27. A
28. L
29. D
30. C
31. K
32. F
33. Note possible dangers; Help the child meet his or her goals in a safe way; Childproof indoor and outdoor areas; Use a restraint system when traveling; Check toys and baby items for safety; Teach and model safety.
34. (List three:) Remember that adults are models for the child; Carefully explain the boundaries of play; Practice safety measures, such as fire drills; Read books or stories on safety or watch special segments on safety in children's television programs; Insist on obedience of safety rules; Explain the importance and use of safety devices.
35. Members of a support group provide much comfort because they have gone through or are going through the same problems.

Be Wise to Safety Problems

Hospital Kit

Name ______________________ Date __________ Period ____________

Children are often anxious about staying in the hospital. While in the hospital, they may wish for some special comforts to make them feel better about their stay. Make up a hospital kit for a child to use during a hospital stay. Include in the kit items that are fun and easy for a child to play with in bed. Once finished, ask adults, medical professionals, and children to evaluate the kit. Then make any necessary changes to the kit. When you have finished your project, give the kit to a child who will be entering the hospital or donate it to the hospital for them to give to an appropriate child. The following suggestions will help you get started on your kit.

A. Plan items for certain age groups, such as a simple picture book for a three-year-old and a maze book for a school-age child.

B. You may purchase items, such as pencils, "fancy" erasers, books, or a small flashlight. You may make items, such as a picture book (of pictures cut from magazines) or a picture puzzle (picture mounted on a piece of cardboard and then cut into a few pieces). You may collect items, too, such as a few plastic, miniature animals or cars from a set long outgrown or some leftover activity sheet from a teacher.

C. The kit should contain only a few items because most hospital stays are only a few days. You might want to plan several surprises for a child who must be hospitalized for a longer stay.

D. The child may unwrap the package as a present. A handmade or purchased card is a nice touch, too.

E. On a separate card secured to the box list items the kit includes and the age of the child for which the box is suited. (This will help nurses or aides to match the gift to a child.)

After assembling your kit answer the following questions.

What did your kit include? ____

____

____

____

____

What age child did your kit suit? ___________________________________

What special features made your kit able to help the child feel more comfortable in the hospital? __________

____

____

____

____

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____

Dangerous and Poisonous Products Word Maze

Name ______________________ Date ____________ Period ______________

Listed in the maze are items that are poisonous or dangerous for children. Find the 24 items in the word maze and circle them. Then list each one in the space that follows. After completing the word maze, answer the questions that follow.

I	H	A	P	B	C	O	S	M	E	T	I	C	S	Q	M	D	S
N	I	R	M	P	L	Y	E	N	D	V	O	C	K	J	N	R	A
S	S	U	V	K	E	R	O	S	E	N	E	S	T	I	O	A	N
E	U	B	R	S	A	W	F	R	T	O	G	D	T	U	L	I	D
C	N	B	A	L	N	T	E	U	E	U	A	D	F	N	M	N	R
T	T	I	T	L	S	O	R	L	R	E	S	P	S	M	K	C	T
I	A	N	P	A	I	N	T	D	G	L	O	V	F	G	J	L	Y
C	N	G	O	B	N	S	I	C	E	B	L	E	A	C	H	E	S
I	L	A	I	H	G	K	L	G	N	A	I	X	M	O	A	A	H
D	O	L	S	T	P	C	I	P	T	T	N	I	M	L	I	N	A
E	T	C	O	O	O	V	Z	H	S	H	E	Z	O	O	R	E	M
S	I	O	N	M	W	L	E	A	N	O	T	O	N	G	S	R	P
A	O	H	T	H	D	E	R	C	F	I	G	S	I	N	P	S	O
S	N	O	C	G	E	S	P	R	M	L	Y	A	A	E	R	J	O
K	T	L	T	U	R	P	E	N	T	I	N	E	M	S	A	O	C
P	L	A	N	T	S	W	S	T	L	H	C	B	K	R	Y	C	A
M	O	L	T	A	N	T	I	F	R	E	E	Z	E	S	P	E	X
H	L	I	G	H	T	E	R	F	L	U	I	D	R	T	V	B	O

(Continued)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. ______________________________
21. ______________________________
22. ______________________________
23. ______________________________
24. ______________________________

Suggest ways to keep these items away from children. ______________________________

Protecting Children's Health and Safety

Name ____

Date _________________________ Period _____________ Score ______________

Chapter 21 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Good nutritional status may aid children's recovery from disease or injury.

T F 2. Well babies should receive physical checkups more frequently than young adults.

T F 3. There are health problems associated with teeth that are not straight.

T F 4. Because physicians check children, they do not need to know symptoms adults note or "treatments" adults give.

T F 5. The types of common accidents do not change with age.

T F 6. Adults must consider childproofing every part of the child's world.

T F 7. Household products and medicines should be bought in childproof safety containers.

T F 8. Children sometimes eat poisonous plants without an adult's knowledge.

T F 9. An adult's tight hold of a baby is almost as safe as an approved car seat when traveling in a car.

T F 10. A toy that is safe by manufacturer's or distributor's tests would be safe for any child for whom it is recommended.

T F 11. The amount of space a child has to play with a toy does not affect safety.

T F 12. Hospitals may be rather frightening to both child and parent.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 13. Adults are almost totally responsible for the child's _____.
A. health and safety
B. motor skills
C. intellectual skills
D. social skills

________ 14. Physical health may be damaged by _____.
A. disease
B. injury
C. abnormal conditions
D. All of the above.

________ 15. Professional dental care should begin at _____.
A. birth
B. two to three years of age
C. four to five years of age
D. the early school years

________ 16. Immunity may develop from _____.
A. having some diseases
B. receiving antibodies from the mother before birth
C. immunization
D. All of the above.

(Continued)

Name ____

________ 17. Adults can protect children from accidents by _____.
- A. creating a safe environment
- B. modeling and teaching safety practices
- C. Both of the above.
- D. Neither of the above.

________ 18. The typical reaction of older children to medical care is _____.
- A. anxiety
- B. crying
- C. hiding
- D. kicking

________ 19. The best words to say to a child who is being checked or treated by a physician is, _____
- A. "It will not hurt."
- B. "There is no need to cry."
- C. "It will be over soon."
- D. "Your crying is embarrassing me."

________ 20. Adults should know the basics for treating _____.
- A. diarrhea and vomiting
- B. fever
- C. scrapes and scratches
- D. All of the above.

► Matching: Match the following terms and identifying phrases.

________ 21. decayed places in teeth

________ 22. dentist who treats teeth that are not straight

________ 23. having or quickly developing antibodies when exposed to a disease

________ 24. immunity due to receiving antibodies from the mother

________ 25. the giving of a substance that helps the body produce antibodies

________ 26. a substance made from bacteria, viruses, or toxins that causes disease

________ 27. immunity due to developing one's own antibodies

________ 28. signs of an illness or injury

________ 29. disease that spreads from person to person

________ 30. removing objects from a child's reach or preventing a dangerous situation

________ 31. a car seat or other car safety item that has passed crash tests and is suitable for a certain size infant or child

________ 32. identifying the disease that a child has

A. active immunity
B. antigen
C. childproofing
D. contagious disease
E. dental caries
F. diagnosis
G. immunity
H. immunization
I. orthodontist
J. passive immunity
K. restraint system

(Continued)

Name ______________________________

▶ Essay Questions: Provide complete responses to the following questions or statements.

33. List some of the ways adults can create a safe environment for children.

34. List three ways parents and other adults can teach children safety.

35. Why are support groups helpful to parents of a terminally ill child?

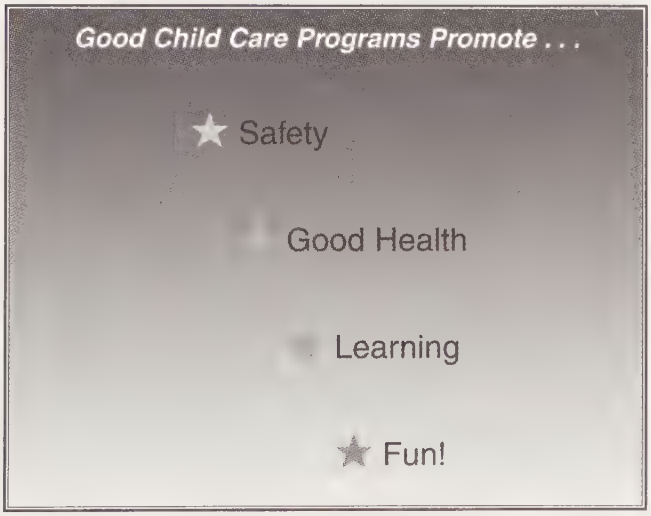
Child Care in Group Settings 22

▶ Objectives

After studying this chapter, students will be able to

- ❍ trace the history of the major types of group programs for young children.
- ❍ describe what to look for when choosing a quality program.
- ❍ discuss the effects of group care on children's development.
- ❍ describe ways to help children adjust to group care.

▶ Bulletin Boards


Good Child Care Programs Promote . . .
★ Safety
Good Health
Learning
★ Fun!

I. Title: "Good Child Care Programs Promote ..."

Under the title place large gold stars in front of the words: *safety, good health, learning,* and *fun.*

II. Title: "Home Life and Group Life Differ"

On large sheets of paper write "Home life is ..." On another large sheet write "Group life is ..." Have students list differences in the two, such as environment, number of playmates, contact with adults, types of experiences, number and kinds of toys, etc.

▶ Teaching Materials

Text, pages 430-449

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *The Shapes and Sizes of Children's Programs*
B. *Local Child Care Facilities*
C. *Finding a Quality Group Program*
D. *Good Programs Help Children Grow*

Teacher's Resource Guide/Blinder

Benefits of Group Programs, transparency master 22-1

Share Your Talent, reproducible master 22-2

Chapter 22 Test

▶ Introductory Activities

Case Study

Your older sister has a child who is just two years old. She has stayed home with him but now has to return to work to add to the family income, She will be returning to her former job at a college with a reputable teacher training program. Suggest as many options as you can for child care. Then list the advantages and disadvantages of each option.

Motivational Exercises

1. *Benefits of Group Programs,* transparency master 22-1. For each category have students list typical group program activities that could benefit the area of development.
2. Have students write for information about professional organizations dealing with care of children: Association for Childhood Education International, 1141 Georgia Avenue, Suite 200, Wheaton, MD 20902. National Association for the Education of Young Children, 1834 Connecticut

Avenue, NW, Washington, DC 20009. Early Childhood Association, Box 5403 Brady Station, Little Rock, AR 72215.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Types of Group Programs

3. **RF** Have students explain how the term *group program* differs from the term *babysitting.*
4. **RF** *The Shapes and Sizes of Children's Programs,* Activity A, SAG. As students read the chapter, have them complete each section on the chart concerning the basic features of each group program.

Child Care Programs

5. **RT** Ask students why child care programs are in great demand today.
6. **RF** Students should plan and present a skit in which several couples (or individual parents) are discussing the pros and cons of various types of child care.

Kindergartens

7. **RT** Discuss with students Froebel's idea that young children are different from adults and should be treated in special ways. Discuss whether they think children are different from adults based on their study of child development.
8. **ER** Instruct students to review some historical materials about early kindergartens in the United States and write a report on their findings.

Nursery Schools

9. **RT** Ask students to explain how the historical roots of nursery schools differ from those of child care.

Montessori Schools

10. **EX** Discuss with students what Maria Montessori meant when she said that children can absorb and learn from their world as they work at tasks. Students should give examples to support their answers.
11. **RT** Have students discuss the advantages and disadvantages of grouping children in three-year age spans.

Head Start

12. **RT** Discuss with students what the name *Head Start* implies.
13. **RT** Discuss with students why children from low-income families often need special help for maximum development.
14. **ER** Invite a Head Start director to speak to the class about some of the services that Head Start provides.

Choosing a Group Program

15. **RT** Ask students to explain why parents should carefully consider group programs for children.
16. **EX** Ask students for some hypothetical examples of how family needs differ and therefore require different types of programs for children.
17. **RF** *Local Child Care Facilities,* Activity B, SAG. Students are asked to pretend that they have moved into a community and are searching for group child care for their child. They are asked to research local not-for-profit centers and for-profit centers.

Regulations

18. **ER** Invite a public school administrator of a kindergarten program, a director of a private program for young children, and a director of a Head Start program to speak to the class. Panelists should discuss how and by whom they are regulated. Panelists should share a few examples of regulations they must meet.
19. **RT** Discuss with students how parents can know whether private programs are meeting state regulations.

Housing and Equipment

20. **RT** Ask students for examples of how housing and equipment can enhance or hamper group programs.
21. **RT** Instruct students to explain why quality play equipment is important in a program for children.
22. **ER** Field trip: Arrange for the class to visit a program for children in your area. Students should note the housing arrangements and equipment.

Staff

23. **RT** Discuss with students ways that adults make children feel safe and secure.
24. **RT** Instruct students to define the term *guidance.* Students should discuss ways adults guide children.

Program Activities

25. **ER** Students should browse through a curriculum guide for kindergarten or another group program for young children. Instruct them to list some examples of activities that help children with language learnings, math learnings, social learnings, science learnings, creativity, and motor skills.
26. **RT** Adults who are not on the staff of a group program but who share their skills and interests with children are often called *resource people.* Have students explain why this term is appropriate.
27. **ER** *Share Your Talent,* reproducible master 22-2. Have students complete the form about some of the skills or interests they could share with others.

28. **RF** Instruct students to list local or nearby Effects of Group Care on Children field trip sites for young children.
29. **EX** Have students obtain schedules from two or more group programs for children. For each schedule students should construct a large clock and place it on a poster board. Using the schedule, students should draw symbols to represent the various activities at the corresponding times. Students should present their posters to the class and compare and contrast activities various programs use.

Other Considerations

30. **ER** Have students interview a director of a work-related child care program. Students should ask the director to explain how the business meets the needs of parents through its child care program. Instruct students to write a report based on their findings.
31. **ER** Encourage students to investigate the costs of group programs in your area. Students should examine: (a) costs for different ages of children; (b) costs if more than one child per family is enrolled; (c) costs for drop-in care; (d) costs for various special services. Students should also list hidden added costs.

Quality of Group Programs

32. **ER** Assign students to write a newspaper-style article on why children have the right to quality programs and possible ways parents may locate quality programs.
33. **RF** *Finding a Quality Group Program,* Activity C, SAG. Have students find the problems in the program described and suggest possible ways to correct them.
34. **RF** *Good Programs Help Children Grow,* Activity D, SAG. Instruct students to visit a program for young children and describe how the program uses both routine activities and specially planned activities to help children grow.

Effects of Group Care on Children

35. **RT** Have students discuss the following questions: Do you feel a quality program would be good for any child? Do you feel a below-standard program would be good for any child? Do you think the cost of a program is an indication of its quality?
36. **RT** Ask students to explain the effects of group programs on children's health, mental development, and social development.
37. **EX** Have students speculate on why gains in intellectual development in the preschool years must be followed up with enrichment if the gains are to remain stable. Students should give examples of how one of their skills has declined because of lack of practice.
38. **RT** Discuss with students the dangers of allowing even a quality program to totally (or almost totally) replace family life rather than enrich family life for the child.

Helping Children Adjust to Group Care

39. **RT** Ask students why adults should discuss attendance in group programs casually with children.
40. **RT** Discuss with students why it is natural and even good for parents to be anxious about children's enrollment in group programs.

▶ Answer Key

Text

To Review, page 448

1. number; type
2. false
3. businesses may operate these for their employees' children: a; based on the methods used to help mentally handicapped children: d; the oldest types of group programs: a; funded by government monies to help children from low-income families overcome some of their problems: e; based on the idea "play is the highest level of child development": b; stresses that children absorb from their world as they work at tasks: d; have served as a laboratory setting for the study of children: c; today, most are operated on a for-profit basis: a; have a focus on sensory learnings and daily living tasks: d; part of the public education system in the United States: b
4. (Student response.)
5. true
6. (Name two:) costs of transportation, supplies, and disposable diapers and formula for babies; money that may be added from a second income; money saved in the cost of utilities and food for at-home care; child care tax credits
7. false
8. (List three:) Make the adjustment seem casual. Realize that adults can be anxious as well as children. Show that you are sure of the child's ability to adjust. About one month before enrolling a preschool child in a group program, explain what the new program is like and visit the program if possible.

Student Activity Guide

The Shapes and Sizes of Children's Programs, Activity A

Group child care
Children served: babies to school-age children, possibly even school-age children for after school and school holidays

Sponsorship: varies from for-profit businesses to not-for-profit organizations to businesses who offer programs for employees

Major purposes of program: to provide care for children for extended hours, usually between 9 and 12 hours per day

Kindergartens
Children served: four- and five-year-old children

Sponsorship: the public education system of the United States

Major purposes of program: to prepare children for school education, to give children the chance to play and develop through various games, and to meet the needs of children without causing undue stress

Nursery schools
Children served: children under age five

Sponsorship: private ownership or part of a public school or research institution

Major purposes of program: to provide education as well as physical care for children, to study children and provide career training, and to provide first-hand learning experiences that build on life within the family

Montessori schools
Children served: children between the ages of two-and-one-half and seven

Sponsorship: private ownership

Major purposes of program: to allow children to absorb and learn from their world as they work at tasks; to guide children but allow them to be more in charge of their own learnings; and to teach through sensory learnings, daily living activities, and language activities

Head Start
Children served: children from families with low income

Sponsorship: federal grants with support from individual communities

Major purposes of program: to provide any food, medical care, and learning help that cannot be obtained at home; to involve parents and families of the enrolled children; to help build children's self-esteem; and to help children and their families work together to solve problems

Finding a Quality Group Program, Activity C

Problems: Parents are not allowed to visit at any time; Adults who supervise may not be experienced (the sixteen-year-old); The ratio of adults to children is not high enough when one adult is involved in tasks other than child care (Mr. Green should not be preparing snacks); There may be too much pressure on children if every toddler is required to read. Student response for ways to correct the problems.

Teacher's Resource Guide/Binder

Chapter 22 Test

1. T
2. F
3. F
4. T
5. F
6. F
7. T
8. T
9. T
10. T
11. F
12. T
13. F
14. T
15. B
16. D
17. C
18. D
19. A
20. C
21. C
22. B
23. D
24. C
25. C
26. D
27. C
28. C
29. A
30. F
31. H
32. B
33. C
34. G
35. D
36. E
37. A for-profit program is a business that is designed to not only cover costs but to have a margin of profit. A not-for-profit program is a program designed to cover costs with only a small profit, which is used to continue or improve the program.
38. The following are signs of unsafe programs: Programs that one cannot visit without asking in advance; Programs with staff who are not trained to work with young children; Programs that do not take special interest in children's needs; Programs that push children to perform above their abilities and thus cause stress in children.

Benefits of Group Programs

Physical Development	Intellectual Development	Social-Emotional Development

Share Your Talent

Name ______________________ Date ___________ Period ____________

Almost all adults have a hobby or a skill they can share with young children enrolled in group programs. Resource persons can add so much sparkle to a classroom. Pretend you have received the following form from a group program. Complete the form.

The Early Years Child Care Center

Volunteer Inventory

Name: ____________________________ Address: ____________________________

____________________________ Phone: ____________________________

List hobbies or skills you could share with children. ____________________________

How could these skills enhance our program? ____________________________

Define a presentation you could make to children involving your hobbies or skills. ____________

For what age children would your presentation be most suited? ____________________

How many children could participate with you at one time (1 child, 4 or 5 children in small groups, 15 to 20 children in a large group)? ____________________________

What special arrangements for your presentation would you need (furniture arrangement, equipment, etc.)?

What time(s) could you serve as a resource person? ____________________________

How may we contact you? ____________________________

Child Care in Group Settings

Name ____

Date ______________________ Period ___________ Score ____________

Chapter 22 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Reports of good effects on young children has helped bring about an increase in group care programs.

T F 2. The background of kindergartens goes back to World War II when more mothers entered the war effort.

T F 3. The main purpose of child care group programs is to educate children.

T F 4. Child care programs operate for extended hours—often 9 to 12 hours a day.

T F 5. The founder of the kindergarten emphasized work.

T F 6. Studies show that children who are enrolled in group programs tend to be sick more than those who stay at home.

T F 7. Montessori felt that children absorb much from their world as they work with tasks.

T F 8. Head Start was designed to help children from low-income families.

T F 9. Housing and equipment affect the quality of programs for children.

T F 10. Groups of very young children require more adults on staff than do groups of older children.

T F 11. Not-for-profit programs are the most costly to parents.

T F 12. Some businesses, such as hospitals and factories, have set up child care programs for the families of their employees.

T F 13. A quality group program for children can make up for a poor home life.

T F 14. Many people feel stress may result when children are taught to read too early in life.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 15. Growth of group programs for children is due to _____.
- A. inability of mothers to care for children properly
- B. knowledge of the harmful effects of poverty
- C. declining numbers of women in the workforce
- D. All of the above.

________ 16. Child care includes _____.
- A. in-home care
- B. family child care
- C. group child care
- D. All of the above.

________ 17. Child care may be _____.
- A. for-profit
- B. not-for-profit
- C. Both of the above.
- D. None of the above.

(Continued)

Name ____

________ 18. Kindergartens are _____.
- A. publicly operated programs for seven- and eight-year-olds
- B. privately operated programs for infants and toddlers
- C. Both of the above.
- D. Neither of the above.

________ 19. Program activities of the nursery school are planned to build on life within the _____.
- A. family
- B. peer group
- C. school
- D. None of the above.

________ 20. Montessori's method was based on her work with _____.
- A. gifted children
- B. kindergarten children
- C. mentally handicapped children
- D. nursery school children

________ 21. In Montessori programs children learn primarily by _____.
- A. listening to the teacher explain
- B. playing with other children
- C. working with materials
- D. All of the above.

________ 22. Head Start is primarily funded through _____.
- A. individual donations
- B. federal monies
- C. community organization donations
- D. state monies

________ 23. Regulations _____.
- A. are minimum standards
- B. may or may not be easy to check
- C. may simply be on record with little or no enforcement
- D. All of the above.

________ 24. Staff members who work with children need to _____.
- A. teach children usable skills, such as math and reading
- B. meet only physical needs of children
- C. work well with adults
- D. All of the above.

________ 25. In quality programs children learn through _____.
- A. day-to-day routines
- B. specially planned activities
- C. Both of the above.
- D. Neither of the above.

________ 26. Parents enroll children in group programs because they _____.
- A. want their children to grow mentally and socially
- B. work outside the home
- C. need relief from full-time care
- D. All of the above.

(Continued)

Name ______________________________

________ 27. Good programs affect mental development more in children from families in _____.
A. above-average income groups
B. average income groups
C. below-average income groups
D. None of the above.

________ 28. Children who attend group programs seem to be _____.
A. just as attached to their parents as children who do not attend group programs
B. more aggressive than those children who do not attend group programs
C. Both of the above.
D. None of the above.

► Matching: Match the following terms and identifying phrases.

________ 29. group programs for children that operate for extended hours and offer services for children from babies to preschoolers and even school-age children when school is not in session

________ 30. child care programs in Europe in the late 1700s that served children from the toddler years until children were five or six

________ 31. not-for-profit child care funded by businesses for their employees

________ 32. poems and rhymes acted out with the hands

________ 33. federal program designed for children from low-income families

________ 34. standards that govern a group program

________ 35. costs that add to the direct costs of child care

________ 36. savings or added money created by using child care

A. child care
B. finger plays
C. Head Start
D. hidden added costs
E. hidden cost credits
F. infant schools
G. regulations
H. work-related child care programs

► Essay Questions: Provide complete responses to the following questions or statements.

37. Explain the difference between a for-profit and a not-for-profit program.

38. Describe programs that are not safe for children.

Careers in Child-Related Fields

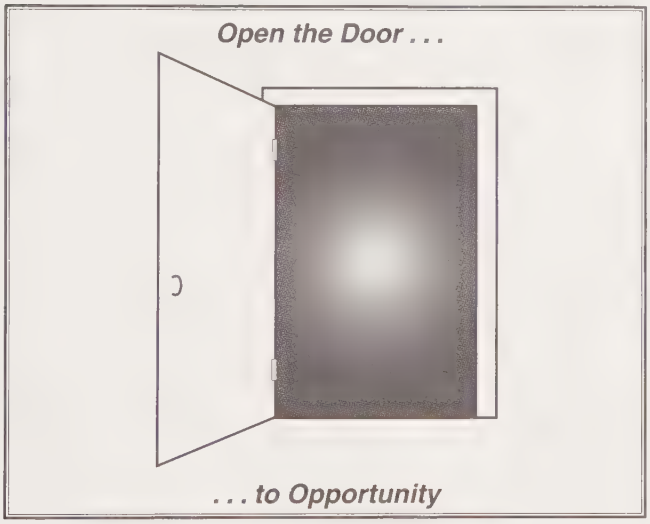
23

Objectives

After studying this chapter, students will be able to

- describe careers in child-related fields.
- explain how personal and professional qualifications affect your career choice.
- describe how to find a job.
- explain several ways to get involved in child-related careers.

Bulletin Boards



I. Title: "Open the Door to Opportunity"

Draw or collect pictures of interests or hobbies that may lead to child-related careers (such as working at a camp, child care program, nursery school, or religious program; baby-sitting; designing dolls and doll clothes; repairing toys; and entertaining children at a school program, in a hospital setting, or at a party). Draw a large, open door on the board and place the pictures inside the door.

II. Title: "Where the Action Is"

Place pictures and brochures on the board with appropriate captions to depict local child-related career opportunities.

Teaching Materials

Text, pages 450-466

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *Contact with Children in Child-Related Careers*
B. *Satisfactions and Problems in Child-Related Careers*
C. *Meeting Professional Qualifications*
D. *Presenting Yourself*
E. *Getting Involved*

Teacher's Resource Guide/Binder

Focus for a Career, transparency master 23-1
Chapter 23 Test

Teacher's Resource Binder

Child-Related Careers, color transparency 23-1

Introductory Activities

Case Study

Your friend Charmayne is concerned because she does not know what career she wants to pursue in the future. She is 17 years old and earns average grades in math, English, and family and consumer sciences courses. Both adults and children like her very much—more than they like most people your age. What advice would you give Charmayne? How should she research careers? Where can she seek help?

Motivational Exercises

1. Have students discuss the meanings of the terms *job* and *career.* How do the terms differ? Students should look up other similar terms in a dictionary, such as *profession, specialty, field, occupation, calling, vocation, office,* and post. Have students explain how terms like *stint* and *avocation* differ from the term *career.*

2. At the top of a large sheet of paper, write "Having a Deep Concern for Children Means..." Each student may complete the sentence. After the sentences are completed, students may compare them to other personal qualifications as discussed in the text. Ask students whether a deep concern for children would include all of the other qualifications on the list. Students should explain why or why not.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Types of Careers in Child-Related Fields

3. **RT** Ask students to explain why parenting is often considered to be a child-related career.
4. **RF** *Contact with Children in Child-Related Careers,* Activity A, SAG. Students should classify each career discussed in the test as direct intervention, consulting, and product development and sales.
5. **RF** *Satisfactions and Problems in Child-Related Careers,* Activity B, SAG. Students should list some possible satisfactions and problems people in child-related careers experience.
6. **RF** Instruct students to write an essay on the differences and similarities of the skills needed for parenting and child-related careers.
7. **ER** Panel discussion: Arrange for several professionals in child-related fields to speak to the class about their career. Instruct students to summarize what they learned in the form of a thank-you letter.
8. **RT** *Child-Related Careers,* color transparency 23-1. Use this transparency to stimulate interest in the many child-related careers. Have students list careers that would fit into each category and add to the list as they study the chapter.

Health and Protective Services

9. **RT** Ask students to explain what the term *protective services* means.
10. **RT** Students should give examples of adults in your area who have careers in health and protective services.
11. **ER** Have students interview one or more adults who practice health and protective services careers. Students should share results with the class.

Care and Education

12. **RT** Discuss with students possible differences between the meanings of the terms *education* and *care.*
13. **ER** Students should interview one or more adults who practice careers in the care and education of children. Students should share results with the class.

Entertainment

14. **RT** Have students give some examples of children's entertainment.
15. **RF** Ask students to identify any adults in your area who have careers in children's entertainment. Discuss with students how society's increasing awareness of child development has affected career opportunities in this field.

Design

16. **RF** Invite students to list some people or companies that design children's clothing, toys, furniture, and other items.
17. **EX** Instruct students to examine a product designed for children. Students should explain how the design is geared toward children.
18. **RT** Discuss with students why adults who design children's products must know child development. Students should give specific examples.

Advertising, Marketing, and Management

19. **RT** Have students explain what the terms *advertising, marketing,* and *management* mean.
20. **RT** Discuss with students why advertising and marketing professionals must work as a team.
21. **RT** Students should watch commercials for children that appear during Saturday morning television hours. Ask them to note examples of how advertising for children's products is often designed to appeal to adults as well as to children. Discuss notes in class.

Research and Consulting

22. **RT** Ask students for examples of how research has been or can be useful in each of the following child-related fields: health and protective services, care and education, entertainment, design and advertising, marketing, and managing children's products.
23. **RT** Discuss with students why consultants specialize in certain fields.
24. **RF** Have students identify some adults in your area or nationally who have research or consultant careers related to children.

Entrepreneurship

25. **RF** Instruct students to look up the term *entrepreneur* in a dictionary, then list terms that describe an entrepreneur.
26. **ER** Invite students to interview an entrepreneur in a child-related career. Students should write a magazine-style article on the rewards and difficulties of entrepreneurship based on their interview.
27. **RF** Have students list skills other than those related to child development that an entrepreneur would need to operate a child-related business.

28. **RF** Students should list child-related careers that would work well as entrepreneurships. Students also should name careers that might not work well as entrepreneurships and explain why
29. **RF** Instruct students to list some people in your area who are entrepreneurs in child-related fields.

Heading Toward a Career

30. **EX** Discuss with students whether qualifications for careers in child-related fields will likely be increased or decreased in the future.
31. **RT** Discuss with students how adults who are not qualified to work with children may unintentionally harm them.

Personal Qualifications

32. **RT** Discuss with students each personal qualification listed for people who directly work with children. Ask students to explain why each qualification is important.
33. **EX** Students should compare causes of career burnout in various careers to causes of career burnout in child-related careers.
34. **EX** As a group, students should brainstorm ways that students can practice and improve their leadership skills in the school and in the community. Each student should then write two or three ideas that he or she will try to improve.

Professional Qualifications

35. **ER** *Meeting Professional Qualifications,* Activity C, SAG. Have students find out the specific professional qualifications for any career discussed in the text.
36. **RF** *Focus for a Career,* transparency master 23-1. Students should take careers discussed in the text and, by placing each career name in its appropriate column, show the area of child development career training would emphasize.

Job Search Skills

37. **RT** Ask students to explain what would happen if a person were extremely qualified for a job but had no job search skills.
38. **RF** Students should list points prospective employers look for in a resume.
39. **RF** *Presenting Yourself,* Activity D, SAG. Instruct students to write the information they need to produce a resume.
40. **RT** Discuss with students how dress, grooming, posture, and other similar attributes affect a job interview. Students should discuss how standards for such qualities may differ depending on the career field.
41. **RF** Instruct students to list three people they might use as references if they were looking for a job. Students should list reasons for their choices and discuss them in class.
42. **ER** Students should collect articles on job search topics and create a reference file for the class.

Make a Wise Career Choice by Getting Involved

43. **RF** *Getting Involved,* Activity E, SAG. Students should list local contact people who are involved in careers in child-related fields.
44. **RT** Discuss with students ways that people can evaluate their interest in child-related fields.
45. **RT** Instruct students to explain how careers and lifestyles are related.

Answer Key

Text

To Review, pages 464-465

1. increasing
2. false
3. consultants
4. (List three:) toys; clothing; furniture; tapes, records, and films; educational materials
5. health and protective services: a, e, g, j; care and education: b, d, i; entertainment: h; design: f; advertising, marketing, and management: l; research and consulting: c, k
6. true
7. d
8. (List three:) Be in good physical health. Be kind and patient with children and their families. Be able to cope with children's noise and activity. Enjoy children's physical, mental, and social worlds. Feel comfortable in helping young children with physical needs. Be very adaptable. Be a good leader.
9. taught
10. false
11. child development

Teacher's Resource Guide/Binder

Chapter 23 Test

1. T
2. T
3. T
4. F
5. F
6. T
7. F
8. T
9. F
10. T
11. T
12. F
13. D
14. B
15. D
16. C
17. A
18. B

19. C
20. B
21. A
22. D
23. B
24. C
25. E
26. A
27. D
28. G
29. H
30. F
31. (Student response.)
32. (Student response.)

Focus for a Career

Physical Development	Intellectual Development	Social-Emotional Development

Careers in Child-Related Fields

Name ____

Date ________________________ Period _____________ Score _______________

Chapter 23 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Children were originally reared with their families, who had little or no outside help.

T F 2. Demands for services for children have resulted in the growing numbers of careers in child-related fields.

T F 3. Public support for education of young children is growing.

T F 4. Teaching is the only career in care and education services for children.

T F 5. Persons in child-related careers will always have some type of direct contact with children.

T F 6. Entertainment for children is becoming a big business.

T F 7. Child-related careers in design will probably begin to decrease.

T F 8. Research is conducted in most, if not all, child-related fields.

T F 9. Anyone with education and training in teaching and caring for children can be a successful entrepreneur in a child-related field.

T F 10. Personal qualifications are usually not taught.

T F 11. The professional qualifications necessary for child-related careers are often learned in training.

T F 12. When looking for a job, a candidate's appearance does not matter if he or she has the right qualifications.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 13. Health and protective services careers involve _____.
- A. caring for physical health
- B. caring for mental health
- C. identifying and correcting wrongs to children
- D. All of the above.

________ 14. The following career is not included in health and protective services field:
- A. Juvenile worker.
- B. Television producer.
- C. Pediatrician.
- D. Child welfare worker.

________ 15. Entertainment careers in child-related fields include _____.
- A. producers
- B. writers
- C. musicians
- D. All of the above.

(Continued)

Name ____

________ 16. Primarily consultants _____.
A. do research
B. work directly with children
C. serve as a link between researchers and those involved in direct intervention or child related business
D. All of the above.

________ 17. Advantages of self-employment include _____.
A. being able to fill a variety of roles
B. working short hours
C. being able to depend on others to make decisions
D. not having to risk personal financial loss

________ 18. The most important qualification for working in a child-related field is _____.
A. knowledge of child development
B. deep concern for children
C. good physical health
D. None of the above.

________ 19. Career burnout in working directly with children comes from _____.
A. lack of knowledge about children
B. boredom
C. constant changes
D. All of the above.

________ 20. Leadership does not involve _____.
A. motivating others
B. doing all tasks to be sure they are accomplished
C. setting goals that will help the group fill its purpose
D. delegating responsibilities

________ 21. The basic science to study for careers in child-related fields is _____.
A. child development
B. early childhood education
C. health
D. research

________ 22. Getting started in careers in child-related fields can be achieved through _____.
A. studying and observing children's development
B. getting involved with children and/or children's products
C. talking with guidance counselors and professionals
D. All of the above.

Name ____

► Matching: Match the following terms and identifying phrases.

________ 23. working directly with children, such as in a teaching career

________ 24. owning and running your own business

________ 25. the traits a person possesses that he or she does not learn in career training

________ 26. becoming tired of a job in emotional ways and possibly having stressed health as a result

________ 27. leading or guiding others without being officially chosen to lead

________ 28. physical, mental, and/or social-emotional skills that one must have in order to perform in a given career

________ 29. a short, written history of one's education, work experience, and other qualifications for employment

________ 30. people who can tell a possible employer whether they think someone would make a good worker

A. career burnout
B. direct intervention
C. entrepreneurship
D. informal leadership
E. personal qualifications
F. personal references
G. professional qualifications
H. resume

► Essay Questions: Provide complete responses to the following questions or statements.

31. What factors in society have promoted careers in child-related fields?

32. Name four ways to get involved in a career as a preprofessional.

Part 7

Special Concerns

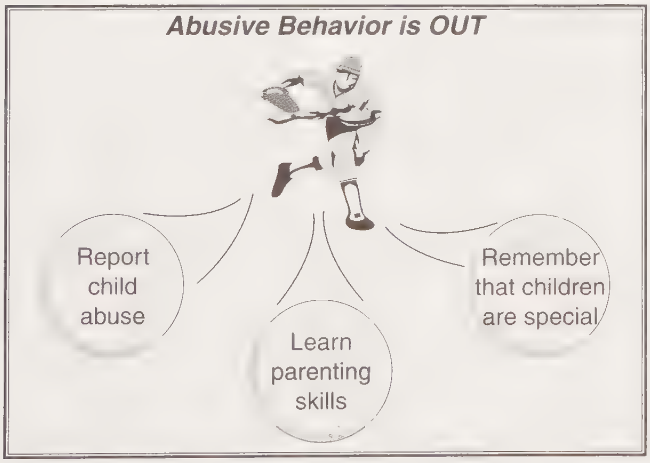
Concerns of Children and Families 24

▶ Objectives

After studying this chapter, students will be able to

- describe four sibling relationships and explain how a child's birth order affects development.
- describe how parental employment affects children.
- explain how stress from family moves can hurt children and how to lessen the effects.
- describe ways adults can help children handle divorce, remarriage, and death.
- point out problems single parents and teenage parents face.
- describe ways to protect children from neglect and abuse.
- list resources available for children in crises.

▶ Bulletin Boards



I. Title: "Abusive Behavior is OUT"

On the bulletin board place a picture of a baseball pitcher in a throwing position. Mount three large pictures of baseballs in front of the pitcher. On each write a method to protect children from child abuse, such as "Report child abuse; Learn parenting skills; Remember that children are special."

II. Title: "Make Moving Less Stressful"

Draw or enlarge a picture of a moving van with a ramp leading from the back loading area of the truck to the ground. On and around the ramp and van place phrases that help make a move less stressful, such as "Have a positive attitude; Emphasize chances for making new friends; Take children to see the new home; Have children help with packing; Pack a few favorite toys to travel with children; Plan special treats; Plan more time with children."

▶ Teaching Materials

Text, pages 470-499
To Review
To Do
To Observe
To Think Critically

Student Activity Guide
A. *The Roles of Siblings*
B. *Working Parents Must Be Good Managers*
C. *Planning Ahead for Self-Care*
D. *Grief and Other Reactions to Death*
E. *Traits of Child Abusers*

Teacher's Resource Guide/Binder
A Special Brother or Sister, reproducible master 24-1
Chapter 24 Test

Teacher's Resource Binder
At Risk: Children in Self-Care, color transparency 24-1

Introductory Activities

Case Study

Four-year-old Felicia has been attending the child care center where you work for eight months. She always has been a happy, lovable, energetic little girl until the past few months. Her creative play experiences have changed into unpredictable outbursts of aggression and anger. Children sometimes refuse to play with Felicia because they are afraid of her. She occasionally throws sand at children and destroys block figures others have built. She also withdraws from others often, refusing to talk to anyone. For the past two weeks she has clung to her mother's leg when she brings Felicia to the center. She reacts negatively to Robbie, the only male worker in the center. List changes in Felicia's behavior. Discuss why these changes may be occurring. Devise a plan of action to investigate reasons for Felicia's behavior.

Motivational Exercises

1 . Ask students to brainstorm ways that family life has changed in the last 25 years. What stressors have entered family life that affect the life of children? What situations or stressors were rare years ago and are now sources of concern for families.
2. Have students role-play a probable typical day when grandparents were teenagers. Have them contrast that time with life today for teenagers.

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Sibling Relationships

3. **RF** Have students look up the term *sibling* in a dictionary. Students should explain the original meaning of the term.
4. **RF** On the top of a large sheet of paper write "Siblings are special because..." Mount the piece of paper to a wall or bulletin board. Ask class members to complete the sentence.

Sibling Interactions

5. **RF** Have students list some activities siblings do together for fun.
6. **EX** Discuss with students problems that may occur when parents or other adults ask older siblings to baby-sit younger siblings.
7. **RT** Ask students to explain how some sibling rivalry may be positive.
8. **RF** *The Roles of Siblings,* Activity A, SAG. Students should give examples of how siblings fill each of the roles listed.

Birth Order and Development

9. **EX** Students should speculate on advantages only children gain from spending some time alone.
10. **RT** Discuss with students why adults seem to have more time for a second-born child if the first-born child is a girl and the second-born is a boy. (Note: Girls mature faster than boys, which leaves more time for the second-born child.)
11. **RT** Discuss with students how parents and other adults can encourage children to be the best they can be and still allow them to develop their unique personality.

Children of Multiple Births

12. **RT** Ask students to explain how parents can treat children of multiple births in order for each to develop a separate identity.
13. **ER** *A Special Brother or Sister,* reproducible master 24-1. Students should read about the personalities of multiple-birth children, then interview a child, teen, or adult from a multiple birth. Students should ask how the person feels about how being part of a multiple birth has affected them. Students may write a paper based on their findings.

Parental Employment

14. **ER** *Working Parents Must Be Good Managers,* Activity B, SAG. Invite students to interview a working parent and record his or her comments in the space provided. Students then should compare interview responses with the text discussion.
15. **RF** Have students list types of family/work conflicts that might arise when parents work outside the home.

Effects on Children

16. **EX** If a mother wants to return to work after staying home for awhile with a child, when is the best time for her to do so? Discuss with students in class.
17. **RT** Discuss with students how the children of working parents have broadened gender role concepts.

Effects on Parents

18. **RT** Instruct students to list the most likely problems parents encounter when both work. How can parents lessen family/work-related stress?
19. **ER** Students should survey parents about feelings concerning role strain or role guilt. Have students share their findings in class.

Balancing Family and Work

20. **RT** Discuss with students how families can handle family/work conflicts when children are sick.
21. **RT** Ask students to give examples of situations in which parents spend quality time with their children.

Children in Self-Care

22. **EX** Instruct the entire class to role-play a television talk show in which the audience argues the pros and cons of children in self-care. The students may want to bring in an expert to clarify the issues and make suggestions.

23. **RT** *At Risk: Children in Self-Care,* color transparency 24-1. Use this transparency to bring out some of the risks and concerns that parents and society have about children who must stay home alone while their parents work.
24. **RF** *Planning Ahead for Self-Care,* Activity C, SAG. Have students review concerns for the well-being of a child staying alone, then list possible solutions for each concern. Share ideas with the class.

Coping with Family Moves

25. **RT** Discuss with students the social and economic factors that tend to increase the likelihood of family moves.
26. **ER** Invite students to interview an older child or teen who has moved. Students should ask the person to share some of the good and some of the stressful aspects he or she experienced during the family move. Students should write an essay based on the interview.

Coping with Death

27. **RT** Ask students to explain why children's mental development makes it hard for them to understand that (a) Life can stop; (b) Death is forever; (c) People and pets cannot come back to life.
28. **RF** *Grief and Other Reactions to Death,* Activity D, SAG. After reading the anecdotes students should explain why adult reactions are not appropriate. Students should write more appropriate reactions.

Helping Children Cope with Grief

29. **RF** Ask students to give some appropriate responses to a child's grief over the death of a pet.
30. **RT** Ask students to suggest ways a child can express grief over the death of a loved one.
31. **EX** Discuss with students whether children should attend funerals.

Coping with Divorce

32. **RT** Ask students why they feel today more people are unwilling to stay in unhappy relationships than they were in the past.
33. **EX** Discuss with students reasons teen marriages have a greater risk of failure.

Causes of Divorce

34. **EX** Help students consider how the differences between a couple can be so great that they cannot resolve them.
35. **RF** Instruct students to list factors that contribute to divorce.

Effects of Divorce

36. **RF** Students should write a paragraph describing how divorce affects others in the family.
37. **EX** Have students compare and contrast how divorce affects children of different ages.

Coping with the Effects

38. **EX** Encourage students to debate the following statement: "Divorce does not end a relationship; only changes it." Students should give examples of situations when divorce might truly end a relationship.
39. **RT** Discuss with students how much parents should tell children about problems that lead to divorce.

Single Parenting

40. **RT** Discuss with students why single-parent families headed by females tend to be in the lowest income bracket.
41. **EX** Have students contrast the different types of problems fathers and mothers encounter after divorce.
42. **ER** Invite a panel of single parents to discuss the challenges of single parenting.

Remarriage and Stepparenting

43. **RT** Ask students for examples of ways children can prepare for a new marriage and family changes.
44. **RT** Discuss with students why adjusting to a stepparent and stepfamily is difficult.
45. **RF** Instruct students to research books and/or magazine articles about remarriage and stepparenting. Students should write a report and share information in class.

Teens as Parents

46. **EX** Ask students to speculate on reasons why more teens are parents today than in the past.
47. **EX** Discuss with students reasons the U.S. has the highest teenage birthrate of all the industrialized nations.
48. **ER** Invite a panel of teenage parents to talk to the class about their experiences raising children.

Health Risks for the Teen Mother and Baby

49. **RT** Ask students to explain why serious health risks exist for teenage mothers and their babies.
50. **RT** Discuss with students why it is especially dangerous for teenage girls to become pregnant by older men. (Note: Many older men may have had multiple partners, which makes many of them carriers of sexually transmitted diseases. Recent exposure to alcohol, drugs, toxic chemicals, or other environmental pollutants prior to conception may seriously affect the fetus.)

Financial Concerns

51. **EX** Discuss with students how much financial support they feel parents should give teenage parents.

52. **RT** What special problems might teenage parents face as they attempt to complete their education.
53. **RF** Instruct students to list problems children who grow up in poverty may face.

Lifestyle Changes

54. **RT** Discuss with students why pregnant teenagers often feel socially isolated.
55. **RT** Discuss with students why teen parents are more likely to abuse their children.

Child Neglect and Abuse

56. **RF** *Traits of Child Abusers,* Activity E, SAG. Students are asked to analyze various traits and explain why the trait might lead to child abuse.
57. **RT** Ask students to explain why certain children are more apt to be abused.
58. **RF** Review the procedure to report child abuse cases with students.
59. **ER** Guest speaker: Invite a local person who works with child abuse cases, such as a juvenile officer or physician, to speak to the class. The following questions will help the person prepare the presentation: What are the local statistics on reported child abuse? What is the state law regarding the reporting of incidents? What local services aid abusers and abused children? Does the local community have prevention services?

Answer Key

Text

To Review, pages 497-498

1. playmates, teachers and learners, protectors, rivals
2. false
3. false
4. (List four:) Children live in more structured homes with more clear-cut rules. Children miss fewer days of school. Children are often seen as good children by teachers and neighbors. Children help around the house, thus learning more home care tasks. Because mothers are models of people who can do a good job both in and outside the home, children have broader gender-role concepts. Children show more self-esteem because they learn to do more for themselves and for their families. Children interact more with people other than their mothers.
5. false
6. Life can stop. Death is forever. People and pets cannot come back to life, even if they really want to.
7. false
8. (Student response.)
9. false
10. Neglect is a failure to properly meet the physical, mental, or emotional needs of the child. Abuse is intended hurtful actions to the child. These can be physical, emotional, or sexual.
11. true
12. false

Teacher's Resource Guide/Binder

Chapter 24 Test

1. F
2. F
3. T
4. T
5. F
6. T
7. F
8. F
9. F
10. T
11. F
12. T
13. T
14. F
15. F
16. T
17. F
18. T
19. T
20. T
21. T
22. F
23. F
24. T
25. F
26. T
27. T
28. F
29. T
30. D
31. C
32. A
33. B
34. D
35. B
36. C
37. A
38. D
39. D
40. D
41. D
42. C
43. G
44. H
45. 1
46. J
47. A
48. F
49. E
50. Children live in more structured homes with more clear-cut rules; Children miss fewer days of school; Children are often seen as well-behaved by other adults; Children help around the house, learning more home care tasks; Because parents are models of people who can do a good job both in and outside the home, children have broader gender-role concepts; Children show more self-esteem because they learn to do more for themselves and for their family; Children interact more with people other than their mothers.
51. For parents, the needs, tasks, time, and financial costs are multiplied. The children themselves are different because there is always another person (or other people) the same age, who may be doing the same activity at the same time, and who may even look just like them. Multiple-birth children tend to have some of the closest of all human relationships, and this may cause problems as they try to develop their own identity.
52. (Student response.)

A Special Brother or Sister

Name ______________________________ Date _______________ Period _________________

Multiple-birth children are special. Some share identical genes. Most share similar environments. Also, most are "experimental children" because few parents have more than one set of multiple-birth children. To find out how a multiple-birth child feels about having and being a special brother or sister, interview an older child of a multiple birth and record information in the space below. Then write an essay based on your findings.

1. Age of child (or write teen or adult) ____

   Gender _______________ Type of multiple birth (identical or fraternal twin, triplet, etc.) _______________

2. Are you and your twin often confused for each other? ________________________________

   Does this bother you? Explain why or why not. ____

   ____

   ____

   Do you think that you are confused because you look so much like your twin or because people cannot remember which name goes with which twin? ________________________________

3. How alike are your interests? Give examples. ____

   ____

   ____

   ____

   Are you much alike in the skills you have developed? Give examples. ________________________

   ____

   ____

   ____

   Can you recall doing something so much like your twin that others noticed? Give example(s). __________

   ____

   ____

   ____

4. Are you close to each other? ____

   Do you enjoy being close or would you prefer to be more like brothers or sisters born at different times?

   ____

   ____

   How do you try to stay close or somewhat separate? ________________________________

   ____

   ____

   ____

(Continued)

A Special Brother or Sister *(Continued)*

Name ______________________________

Do your parents and other adults foster your closeness in some ways? Explain.

Do your parents and other adults foster your separate identity in some ways? Explain.

Do you think you will be close as adults? Why or why not?

5. What do you like best about being a twin?

What is most difficult about being a twin?

Concerns of Children and Families

Name ______________________________

Date ______________ Period ____________ Score ____________

Chapter 24 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. The term *siblings* includes brothers, sisters, cousins, and other close relatives.

T F 2. Parents should treat their children in keeping with expected personality traits of birth order studies.

T F 3. The personality of a child is somewhat influenced by birth order.

T F 4. Firstborn children are often bossy.

T F 5. Youngest children tend to be more independent than middle or firstborn children.

T F 6. Much social give-and-take is learned through sibling relationships.

T F 7. Identical multiple-birth children view all aspects of their world in the same way that singletons do.

T F 8. Children whose parents both work are at a disadvantage mentally and socially.

T F 9. Balancing family and work is one of the easier tasks of working outside the home.

T F 10. As family size decreases, fewer older children are available to care for younger ones, resulting in more children in self-care.

T F 11. Children in self-care should be allowed to plan their own schedules.

T F 12. Anxiety is an emotion children in self-care feel if they fear burglaries.

T F 13. Parents may need to spend extra time with children during family moves in order to lessen their concern.

T F 14. When death of a close friend or relative occurs, it is best not to talk about it or show sorrow in front of a child.

T F 15. Children cannot really understand the concept of death, therefore, when they ask about it, it is best to quickly dismiss the subject.

T F 16. Expressions of grief are not the same for children as for adults even though their feelings are very much alike.

T F 17. Having financial difficulties is the usual cause of divorce.

T F 18. After a divorce the children's standard of living generally drops.

T F 19. Parents need to reassure children that divorce is not the children's fault.

T F 20. Younger divorced persons tend to marry soon after divorce.

T F 21. Teen mothers-to-be face serious health risks.

T F 22. Teen mothers-to-be are less likely to have miscarriages and children with defects than mothers between 20 and 34 years of age.

T F 23. Most pregnant teenagers seek medical help early, which helps to lessen the risks.

T F 24. Oftentimes, only certain children in families are abused.

(Continued)

Name ____

T F 25. Only parents from low-income, uneducated families abuse their children.

T F 26. Parents who do not know enough about child development may abuse children because they feel they should already be walking, staying dry, talking more clearly, or growing faster. They set goals too high for children to physically achieve.

T F 27. Child neglect does not involve violence.

T F 28. Only persons from low-income families neglect their children.

T F 29. Abusive behavior has been known to be passed down from generation to generation.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 30. The effects of birth order on personality may be altered by _____.
- A. sex of siblings
- B. size of family
- C. social class of family
- D. All of the above.

________ 31. Parents of multiple-birth children need to realize that their children _____.
- A. will always show a developmental lag
- B. are not really different from singletons
- C. perhaps have the closest of all human relationships
- D. resent not being able to grow up like singletons

________ 32. Moving is stressful mainly because moving _____.
- A. often accompanies other changes in a person's life
- B. is expensive
- C. is physically tiring
- D. causes feelings of loneliness

________ 33. Common among working mothers is _____.
- A. constant fatigue
- B. role strain
- C. more interest in career than in family
- D. less concern for home care tasks

________ 34. Children of divorced parents need to _____.
- A. be told the reasons for the divorce
- B. be told repeatedly that they are loved and are an important part of their family
- C. have a neutral support system
- D. Both B and C above.

________ 35. Most divorced persons _____.
- A. marry someone younger
- B. remarry within five years
- C. welcome the extended family
- D. marry someone older

________ 36. Most teen mothers today _____.
- A. give the baby up for adoption
- B. marry the father
- C. keep the baby
- D. finish school

(Continued)

Name ____

________ 37. Health risks for babies born to teen mothers include _____.
A. low birth weight, higher rate of SIDS, and more learning problems in school
B. increased rate of growth during childhood
C. being born with the Rh disease
D. increased susceptibility to rubella

________ 38. Many teen parents do not finish their education because _____.
A. they don't have time
B. it's too expensive
C. they might feel out of place
D. All of the above.

________ 39. Adults who abuse _____.
A. may have been abused as children
B. believe it is all right to physically punish children
C. may have low self-esteem
D. All of the above.

________ 40. Ways to break the cycle of abuse include _____.
A. rejecting violence in society
B. educating people in parenting and child growth and development
C. reporting cases of suspected child abuse
D. All of the above.

► Matching: Match the following terms and identifying phrases.

________ 41. harm done on purpose to a child
________ 42. failing to meet the child's needs
________ 43. children left alone
________ 44. moving a great deal
________ 45. death rate
________ 46. able to adjust
________ 47. number of births
________ 48. feeling of working parents that have too many jobs to fill at the same time
________ 49. time during which parents give children their total attention

A. birthrate
B. birth order
C. child neglect
D. child abuse
E. quality time
F. role strain
G. self-care
H. mobile
I. mortality

► Essay Questions: Provide complete responses to the following questions or statements.

50. What are some advantages children of working parents have over other children?

51. How are multiple-birth children different from single-born children?

52. List three resources available for children in crises.

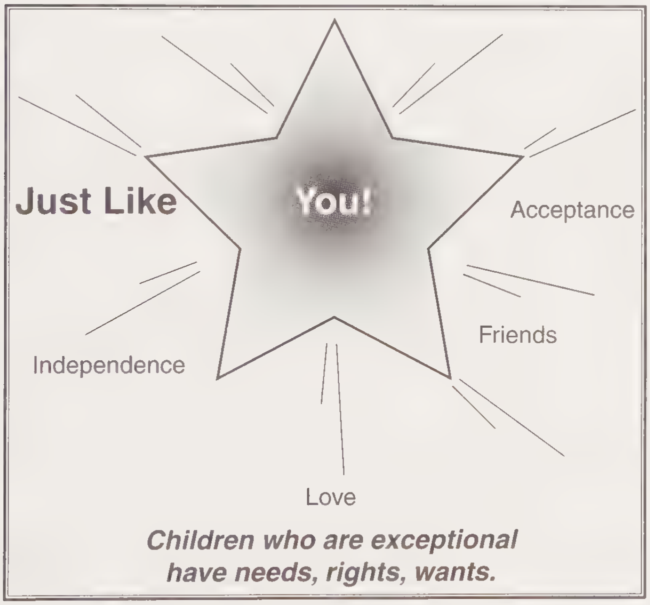
Children with Developmental Differences

25

Objectives

After studying this chapter, students will be able to
- define the term exceptional children.
- explain why exceptional and other children are more alike than different.
- describe some of the common forms of exceptionality in children.
- outline steps people can take to help children with special needs.

Bulletin Boards



I. Title: "Just Like You!"

From gold or other brightly colored paper make a large star. Mount the word You! on the star. Around the edges of the star write the words *Acceptance, Love, Friends, Independence.* Under the *Just Like You!* heading, write *Children who are exceptional have needs, rights, wants.* Have students identify other ways that children with special needs are similar to them. Post other characteristics around the star.

II. Title: "Exceptional People in the Spotlight"

Have students bring in pictures of famous gifted or disabled people. Place each picture on the board labeled with the person's name and famous achievements. Have students discuss the backgrounds of these people.

Teaching Materials

Text, pages 500-513

To Review
To Do
To Observe
To Think Critically

Student Activity Guide

A. *A More In-Depth View*
B. *A Special Classroom*
C. *Community Resources*

Teacher's Resource Guide/Binder

Children Who Are Exceptional Need a Helping Hand, reproducible master 25-1

Bibliotherapy Helps, reproducible master 25-2

Chapter 25 Test

Introductory Activities

Case Study

Jermaine, a four-year-old, attends nursery school two days each week. He is physically aggressive when he doesn't get his way and cannot be quiet for more than a few minutes at a time. Jermaine is constantly disrupting group time. He regularly receives two warnings and a time-out each day. Discuss Jermaine's behavior in class. Should he be tested for a disorder or is he too young for that? Should the nursery school teacher discuss these concerns with Jermaine's parents or speak to a specialist before alerting them?

Motivational Exercises

1. Students should brainstorm a list of highly intelligent, artistic, or musical people. Ask students whether they think their gifts and talents are products of heredity or environment?

2. Discuss with students how the development of children who are exceptional differs from children who develop at an average pace. (Note: The rate of development is different for children who are exceptional.)

▶ Strategies to Reteach, Reinforce, Enrich, and Extend Text Concepts

Children Are More Alike Than Different

3. **RF** Instruct students to look up the term *exceptional* in a dictionary. Students should determine which definition applies to children who are exceptional.
4. **EX** Discuss with students the fact that teachers of even severely disabled children often state that they see these children as more "abled than disabled." Ask students to describe their feelings about the statement. Is such an attitude healthy? Students should explain why or why not.

Children Who Are Exceptional

5. **RF** Ask students for examples of people who were or are gifted in one area and disabled in another. (Note: Many people fit into this category, such as Itzhak Perlman, a famous Israeli violinist. He performs sitting down because he has been permanently disabled since he was four years old. He walks with crutches and leg braces.)
6. **RF** *A More In-Depth View,* Activity A, SAG. Have students obtain more information on one type of giftedness and one type of disability.
7. **RT** Ask students to explain what the terms *borderline* and *profound* mean. Explain to students that these terms often refer to the degree of a child's exceptional talents or problems.
8. **RF** To help students develop greater empathy with the disabled, encourage them to learn to express a few words in sign language, read a few words in Braille, or do another similar activity.
9. **ER** Guest speaker: Invite a special education teacher to explain to students some of the provisions of Public Law 94-142, Public Law 99-457, and other laws that require all children who are exceptional to receive a free and appropriate public education.

Gifted and Talented Children

10. **RF** The degree of giftedness is often referred to as "talented," "gifted," or "very gifted." However, many words can describe development that is faster and beyond average. Instruct students to list and define as many of these words as they can and to display them on a poster.
11. **RF** Ask students to give examples of people who have excelled in areas like general mental ability, specific academic areas, creative or productive thinking, leadership, visual or performing arts, and psychomotor areas.
12. **EX** Discuss with students how culture affects giftedness.

Children with Physical Disabilities

13. **RT** Have students list different physical disabilities.
14. **RF** Instruct students to look up the terms *disability* and *impairment* in a dictionary. Students should contrast the meaning of the two terms.
15. **RT** Discuss with students why disabled children do not need overprotection.
16. **ER** Students should read a story of someone who struggled to overcome a physical disability. Students should share parts of the story with other class members.

Speech Disorders

17. **ER** Instruct students to research a speech disorder, such as stuttering or stammering, and to write a short report about the disorder.
18. **ER** Invite a speech therapist to speak to the class about different types of speech disorders. How do speech therapists work to improve an individual's speech problem?

Children with Mental Disabilities

19. **RT** Discuss with students causes of mental disabilities. Talk about how mental disabilities can be a result of environmental factors.

Learning Disabilities

20. **ER** Instruct students to research one type of learning disability and present findings in class.
21. **RT** Discuss with students why children's learning disabilities are rarely discovered before they start school.
22. **ER** Students should report on help that benefits children who are learning disabled.

Disorders

23. **RT** Ask students to differentiate between aggressive behavior and hyperactivity.
24. **EX** Discuss with students how certain foods affect disorders in behavior.

Exceptional Children Need Special Help

25. **RF** *Children Who Are Exceptional Need a Helping Hand,* reproducible master 25-1. Students should complete the sentences describing different types of children who are exceptional and circle the words in the word find.
26. **ER** *Bibliotherapy Helps,* reproducible master 25-2. Instruct students to read a book designed to help a

child who is exceptional. Students should then write a summary of the book.

27. **ER** *A Special Classroom,* Activity B, SAG. Have students visit a special education classroom and compare it to an average classroom.
28. **ER** Invite students to interview a special education supervisor or a community person associated with a local organization about special events or programs designed for children who are exceptional, such as the Special Olympics. Students may volunteer with one such organization.
29. **RF** *Community Resources,* Activity C, SAG. Students should list some community resources for children who are exceptional.

▶ Answer Key

Text

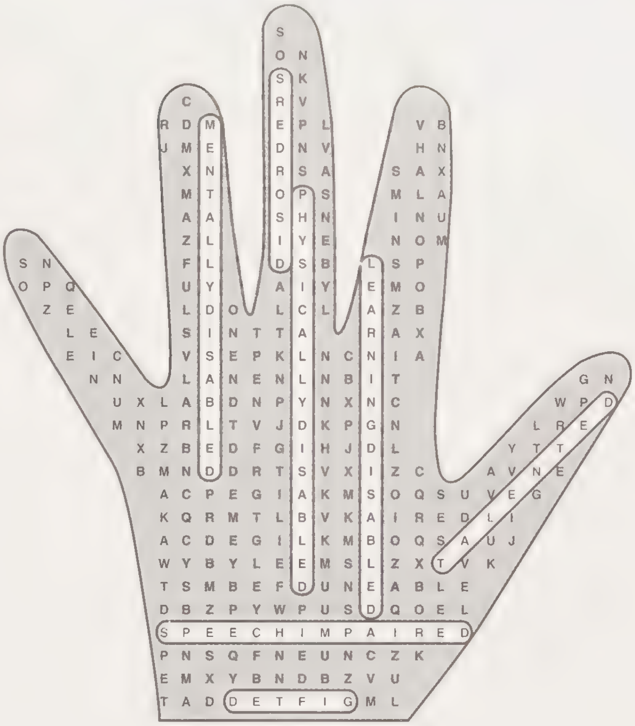
To Review, pages 511-512

1. are; may not
2. true
3. speed; degree
4. (List three:) general mental ability (high IQ), specific academic aptitude, creative or productive thinking, leadership ability, visual or performing arts ability, psychomotor ability
5. asks many complex questions at a young age: a; watches others' faces very closely: c; uses one sound for another sound: d; shows poor distance judgment: b; writes *saw* for *was:* f; likes repetition: e; can't identify right and left: f; uses a large vocabulary: a; hits without being provoked: g; has many interests: a; has a poor self-concept: g; at an early age, plays a musical instrument with much skill: a; has delayed motor skills and finds complex ideas hard to grasp: e
6. (Student response.)
7. testing: 2; writing an IEP: 4; referral for testing: 1; finding a suitable program to help the child: 3; retesting and writing a new IEP from time to time: 5

Teacher's Resource Guide/Binder

Children Who Are Exceptional Need a Helping Hand, reproducible master 25-1

1. gifted
2. talented
3. learning disabled
4. physically disabled
5. mentally disabled
6. disorders
7. speech impaired



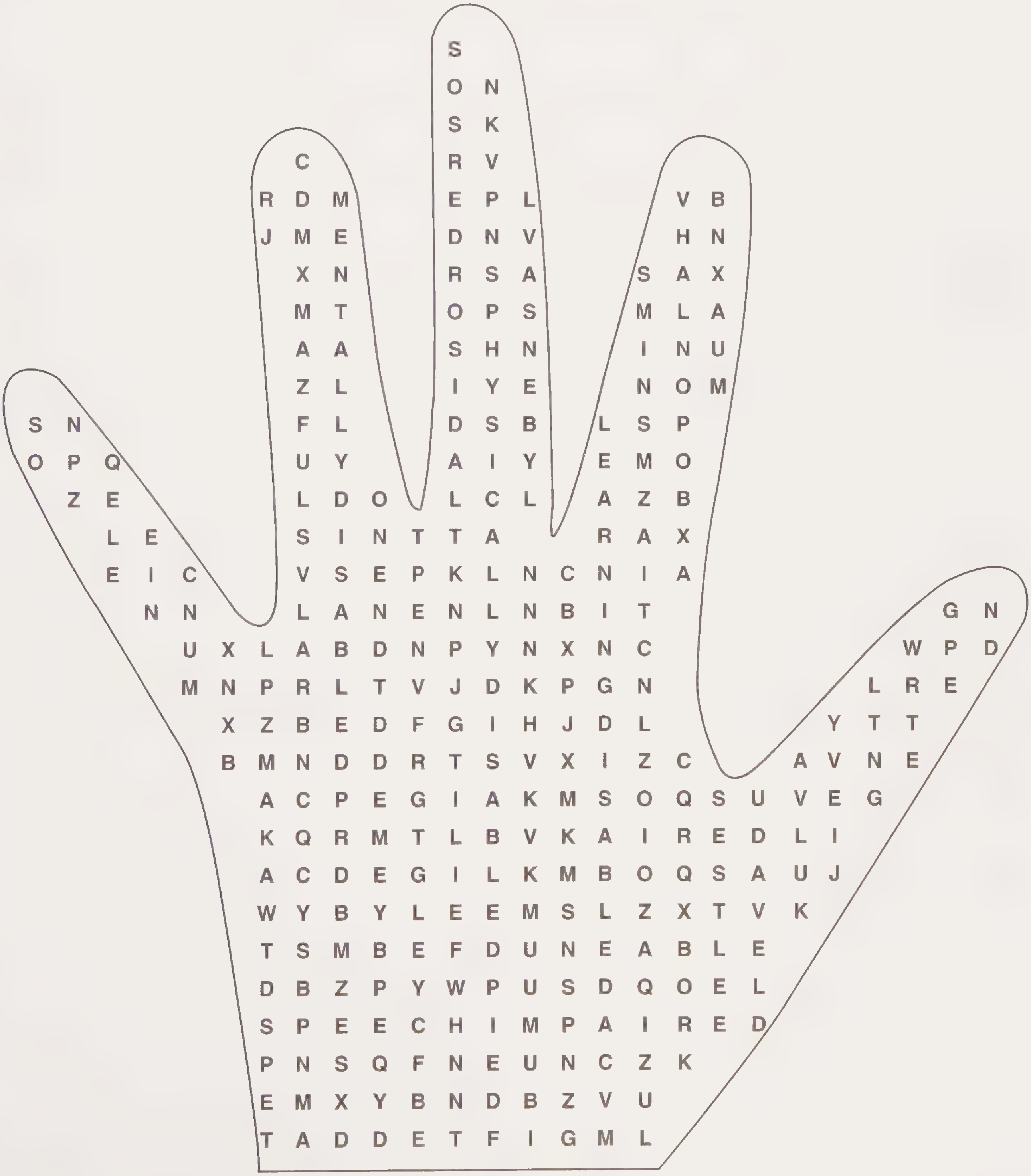
Chapter 25 Test

1. F
2. F
3. T
4. T
5. T
6. F
7. F
8. F
9. F
10. T
11. F
12. F
13. T
14. F
15. A
16. C
17. D
18. D
19. A
20. B
21. C
22. D
23. H
24. E
25. D
26. C
27. K
28. I
29. J
30. B
31. A
32. F
33. L
34. G
35. Children who are exceptional are just like other children except in the areas of exceptionality. Exceptionality itself only refers to the degree and rate of development, not the areas developed. For a child who is gifted, the final achievement is higher and/or the speed of progress is faster than that of the child who is not gifted. For a child who is disabled, the final achievement is lower and/or speed of progress is slower than for a child who is not disabled. However, the stages of development are the same.
36. The child must be referred, often by a doctor, for needed tests. Once testing is complete, doctors can discuss ways to help the child. An Individualized Education Plan (IEP) is tailored to the special needs of the child.

Children Who Are Exceptional Need a Helping Hand

Name ______________________ Date ___________ Period _____________

Although children who are exceptional are much like other children, they have some differences that need special attention. Try to identify the type of exceptionality described below, then write the term in the blank. Find the terms in the word search and circle them. (Terms are located forward, backward, horizontally, vertically, and diagonally in the maze.)



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                      S
                      O N
                      S K
              C       R V
            R D M     E P L       V B
            J M E     D N V       H N
              X N     R S A     S A X
              M T     O P S     M L A
              A A     S H N     I N U
              Z L     I Y E     N O M
S N           F L     D S B   L S P
O P Q         U Y     A I Y   E M O
  Z E         L D O   L C L   A Z B
    L E       S I N T T A     R A X
    E I C     V S E P K L N C N I A
      N N     L A N E N L N B I T               G N
        U X L A B D N P Y N X N C             W P D
        M N P R L T V J D K P G N           L R E
          X Z B E D F G I H J D L         Y T T
          B M N D D R T S V X I Z C     A V N E
            A C P E G I A K M S O Q S U V E G
            K Q R M T L B V K A I R E D L I
            A C D E G I L K M B O Q S A U J
            W Y B Y L E E M S L Z X T V K
            T S M B E F D U N E A B L E
            D B Z P Y W P U S D Q O E L
            S P E E C H I M P A I R E D
            P N S Q F N E U N C Z K
            E M X Y B N D B Z V U
            T A D D E T F I G M L
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(Continued)

Children Who Are Exceptional Need a Helping Hand *(Continued)*

Name ____

1. Children who are _____ develop faster than other children in one or more areas. 1. ______________________
2. Children who are gifted and _____ tend to have high mental ability, creativity, good leadership ability, and/or high in the arts, among other abilities. 2. ______________________
3. Children who are _____ often have average or above average intelligence but function at lower levels in certain areas of learning due to their disability. 3. ______________________
4. Children who are vision and hearing impaired are examples of children who are _____. 4. ______________________
5. Signs that a child is _____ include delays in motor skills and smaller vocabularies. 5. ______________________
6. Children with _____ have problems that surface in their behavior. 6. ______________________
7. Children who are _____ speak in ways that others cannot easily understand. 7. ______________________

Bibliotherapy Helps

Name ____________________ Date __________ Period __________

One of the problems many children who are exceptional face is the feeling of being alone. These children feel that no other children experience their same joys or struggles. Special classrooms, special events, and caring adults help. In addition to these aids, bibliotherapy (*biblio* means *book* and *therapy* means *aid*) helps. Many books are now written to help children who are exceptional (and the adults who care for them) see how real and fictitious children meet their challenges. Ask your librarian to help you choose a book written for a child who is exceptional. Read the book and answer the questions below.

Name of book ______________________________

Author(s) ______________________________

Publishing company ______________________________

Intended audience age ______________________________

Type of exceptionality depicted ______________________________

Summary of story. ______________________________

List point(s) the book was trying to convey. ______________________________

Define other good features of the book. ______________________________

Children with Developmental Differences

Name ____

Date __________________________ Period _____________ Score ________________

Chapter 25 Test

► True/False: Circle *T* if the statement is true or *F* if the statement is false.

T F 1. Children whose development differs slightly from the development of other children are called *exceptional.*

T F 2. Once a child who is exceptional is tested, it is easy to predict how far he or she may go in life.

T F 3. Children who are and are not exceptional are more alike than different.

T F 4. Children who are exceptional often try to make up for their differences.

T F 5. Children who are exceptional are those who are both above average and below average in some area of development.

T F 6. Early use of a word or two often indicates that a baby is gifted.

T F 7. Children who are gifted enjoy repeating tasks to "show off" their skills to other people.

T F 8. The term *impaired* refers to a person who is gifted.

T F 9. A speech disability only affects a person's speaking ability.

T F 10. Children who are learning disabled often are not diagnosed until the school years.

T F 11. Children who cannot sit still for rather long periods are always hyperactive.

T F 12. Extensive testing is always required before one knows whether a child is exceptional.

T F 13. Retesting from time to time is important monitoring for the progress of children who are exceptional.

T F 14. Some children who are exceptional do not need special help.

► Multiple Choice: Choose the best response. Write the letter in the space provided.

________ 15. Exceptional development is described in this (these) way(s):
A. The child can have single or multiple forms of exceptionality.
B. All children who are exceptional have the same degree of exceptionality.
C. Exceptionalities extend over a lifetime.
D. All of the above.

________ 16. The number of children who are exceptional is about one in _____.
A. 50
B. 25
C. 10
D. 5

(Continued)

Name ____

________ 17. Giftedness may occur in this (these) area(s) of development _____.
A. physical
B. mental
C. social-emotional
D. All of the above.

________ 18. Lags in development may occur in this (these) area(s) of development _____.
A. physical
B. mental
C. social-emotional
D. All of the above.

________ 19. A person who is visually impaired is one who _____.
A. has problems seeing
B. sees very little but is not totally blind
C. cannot wear contact lenses
D. complains about not being able to see easily

________ 20. Children with learning disabilities often _____.
A. have low IQs
B. function at a lower level than average when using symbol systems like reading and mathematics
C. are lazy
D. come from schools that have used the wrong method of teaching

________ 21. Children with disorders that affect behavior may have _____.
A. a low IQ
B. poor hearing
C. withdrawn behaviors
D. All of the above.

________ 22. Children who are exceptional need support from _____.
A. parents
B . teachers
C. their peers
D. All of the above.

(Continued)

Name ____

► Matching: Match the following terms and identifying phrases.

________ 23. people with no or very limited vision

________ 24. hearing problems that range from hard-of-hearing to complete loss of hearing

________ 25. hearing loss that still enables a person to depend on his or her sense of hearing to learn and communicate

________ 26. hearing loss that is so severe that a person cannot depend on the sense of hearing to learn and communicate

________ 27. speech so different from that of others that it calls attention to itself

________ 28. a person whose intellectual abilities are a year or more behind the average

________ 29. ability to see the relationship of a person's body to objects in space

________ 30. emotional problems that surface in a person's behavior

________ 31. name-calling, fighting, or bullying without being provoked into such actions

________ 32. moving around a lot, not paying attention, and acting before thinking

________ 33. not relating well to other people

________ 34. written form to plot what will be done for a child who is exceptional and how the actions will be carried out

A. aggressive behaviors
B. disorders
C. deaf
D. hard of hearing
E. hearing impaired
F. hyperactive behaviors
G. Individualized Education Plan (IEP)
H. legally blind
I. mentally disabled
J. spatial orientation
K. speech impairment
L. withdrawn behaviors

► Essay Questions: Provide complete responses to the following questions or statements.

35. Why are children who are exceptional more alike than different from other children?

36. What are the steps involved in the process of providing special help to a child who is exceptional?

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